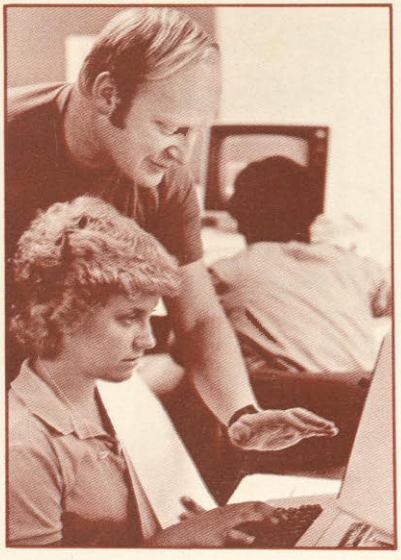
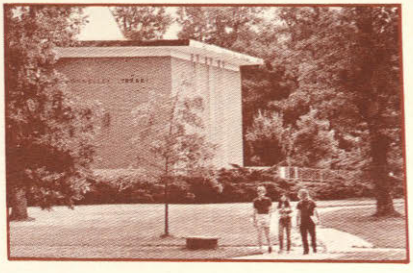
LAKE FOREST COLLEGE





1985/86 Bulletin

LAKE FOREST COLLEGE CALENDAR 1985-86

FALL TERM 1985

August 26	New Students Arrive
August 27-28	Registration
August 29	Classes Begin
September 2	Labor Day (Classes Held)
September 11	Last day for permissible change of registration.
September 11	Last day to register for credit/D/fail option.
October 19-22	Mid-term break
October 23	Last day for approved withdrawal from a course with an automatic "W".
October 25	Mid-term grade report due
November 28	Thanksgiving (no classes)
November 29	No classes
December 10	Last day of class
December 11-12	Reading days
December 13-14	Final Exams
December 15	Reading Day
December 16-18	Final Exams
December 20	Final Grades Due
December 19 - January 13	Winter Recess*

SPRING TERM 1986

Jan. 12	New Students Arrive
Jan. 13	Registration
Jan. 14	Classes begin for first 7-1/2 week session & 15 week session.
Jan. 20	Last day for permissible change of registration, and last day to register for credit/D/fail option in first 7-1/2 week session.
Jan. 27	Last day for permissible change of registration, and last day to register for credit/D/fail option in 15 week session.
Feb. 10	Last day for approved withdrawal from a course, with an automatic "W", in first 7-1/2 week session.
Mar. 3	Classes end for first 7-1/2 week session.
Mar. 4-5	Final Exams, first 7-1/2 week session.
Mar. 8-16	Mid-term Vacation**
Mar. 17	Classes begin for second 7-1/2 week session.
Mar. 17	Classes resume for 15 week session.
Mar. 17	Last day for approved withdrawal from a course with an automatic "W", in 15 week session.
Mar. 19	Mid-term grade report due.
Mar. 21	Last day for permissible change of registration, and last day to register for credit/D/fail option in second 7-1/2 week session.
Apr. 11	Last day for approved withdrawal from a course, with an automatic "W", for second 7-1/2 week session.
Apr. 28	Classes End, 15 week session.
Apr. 29-May 1	Reading Days, 15 wk. courses.
May 1	Classes End, second 7-1/2 week session.
May 2-7	Final Exams (including Saturday, May 3).
May 8	Senior Final Grades Due
May 10	Commencement
May 12	Underclassmen's Grades Due

*Residence halls and food services are *closed.*
**Residence halls open/food services are *closed.*

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LAKE FOREST COLLEGE

Bulletin for 1985-86

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Drawings by Hugh McMahon, Lake Forest

Drawings by Hugh McMahon, Lake Forest

Lake Forest College — A Résumé

Lake Forest College is a community of people whose common goal is to acquire, explore and evaluate human knowlege and culture, and whose common commitment is to the development of individuals for lives of leadership, service and personal fulfillment.

Lake Forest — Its Past . . .

The institution from which Lake Forest College derived was founded in 1857 as Lind University by visionary Presbyterians, who also founded the town of Lake Forest (1861) and established its First Presbyterian Church (1884). The school grew to include both a boys' and girls' academy, a co-educational undergraduate college, and graduate schools of medicine, dentistry and law. In the early years of this century the graduate schools were disassociated so that full attention could be devoted to the undergraduate college; the academies became independent in the early 1920's and continue today as Lake Forest Academy/ Ferry Hall, located in west Lake Forest.

The undergraduate college enrolled its first students in 1876, a class of 12. Throughout its history, as its student body has grown to more than a thousand undergraduates, it has continued to express many of those values cherished by its founding fathers. The College remains today related to the Presbyterian Church, U.S.A., although now, independently governed by an elected Board of Trustees. It is fully accredited at the undergraduate and the master's level.*

Lake Forest Today . . .

Its history of well over a hundred years of concern for the individual student has given today's College a richly diverse educational curriculum, with an expanded view of the liberal arts. The College's academic programs are enhanced by off-campus study, cooperative degree programs, and an undergraduate institute that combines traditional liberal arts courses with an emphasis on internship experience. A graduate program in liberal studies, founded in 1976, integrates ideas and information across disciplinary lines.

*By the North Central Association of Colleges and Secondary Schools and the State of Illinois.

Lake Forest's planned small size encourages interaction between students and faculty; its location near Chicago gives students exposure to the myriad cultural opportunites available in a major metropolitan area.

In its curriculum and its student life, Lake Forest's special qualities perhaps are best defined in its own Mission Statement, approved by faculty and trustees in 1984.

Mission Statement . . .

At Lake Forest College we are dedicated to providing a liberal arts education that will be of enduring value in the lives of our graduates. We seek to foster students' capacity for effectiveness and productivity to prepare them for lives of accomplishment and fulfillment. We are committed to maintaining a college community that encourages a diverse population to live harmoniously and promotes responsible citizenship and dedication to intellectual and personal goals. We also endeavor to serve the larger communities of town and society. The purpose of this statement is to describe these related goals.

Our ideal is an education with breadth; we encourage students to extend their intellectual horizons to many areas in the arts, the humanities, and the natural and social sciences. It is an education that requires depth; students must develop expertise in their chosen disciplines. It nurtures curiosity and inspires discovery and learning. This education helps individuals to think — to be logical and analytical, to be imaginative and creative. It emphasizes effective communication both in writing and speaking. It encourages quantitative thinking and intelligent use of data and information. It values scientific knowledge and an aesthetic sense. It is an education that explores the nature of both individuals and cultures, to promote understanding of and sensitivity to the diversity of humankind. It stresses values — ethical, moral, and social — and demands the examination and refinement of those values.

An important tenet of our faith in liberal arts education is that it is practical. It enables people to examine issues from a variety of perspectives, it provides the intellectual tools to solve problems in a distinctive way, and it fosters the will to do so. Lake Forest specifically designs its academic programs and its college life to help its graduates become "doers" as well as "thinkers", to become effective and productive members of their communities. The tools of research, reasoning, and communication become the foundation for a life of active contribution to society in the arts, business, politics, and professions, science or technology.

To accomplish these goals we nurture in our students certain traits, skills, and inclinations. We urge students to be purposeful, to establish

and focus on goals, to make choices and to reach conclusions. Our curriculum encourages students to attempt to do things that have clear and measurable consequences and to take appropriate actions that will lead to the results they desire. The Western academic tradition has tended to foster work and achievement by the individual, but in a complex world it is frequently necessary to bring together the experience of several people to solve problems. Therefore, at Lake Forest College, students learn to work in groups, and learn to speak and write both to convey information and to persuade.

Lake Forest College's commitment to these ideals requires the maintenance and continued development of its educational resources, both material and human. In the faculty, a key resource, we emphasize not only talent and dedication in teaching and advising, but also accomplishment in research and publication or creative achievements. We foster the intellectual vitality of our faculty and have an abiding concern for academic freedom.

Lake Forest College emphasizes individual choice and initiative, coupled with a strong sense of responsibility. In discussion with faculty members, students are encouraged to design academic programs that meet their own needs and the College's ideals. Except for the requirement of their academic majors, students are free to choose their own courses. Since Lake Forest College is a predominantly residential college, we maintain a rich and varied co-curriculum for a student body diverse in race, background, and interest. Responsibility, choice and initiative, indeed all of our ideals, are pursued in college life outside of the curriculum. Living together in residence halls and governing themselves, students learn the importance of forming a community in an atmosphere of diversity. Competing on the playing fields and cooperating in clubs and organizations, and in less formal settings, students learn about and from each other.

We have committed Lake Forest College to leadership among private liberal arts colleges. Individuals educated in accordance with our liberal arts ideal will, regardless of their personalities, interest, and careers, share a common set of characteristics. They will have grown in awareness, knowledge, and wisdom. They will have developed a lifelong commitment to learning, a capacity for productive endeavor, an ability to effect change, a set of reasoned principles to guide their lives, a concern for what is right, and the will to change what is not.

The Campus . . .

Lake Forest College is located on 107 acres, part of those lands claimed for the College in 1857. Among the buildings that still survive from the late 19th century period of the College's history are Moore

Hall, now a South Campus dormitory, and Middle Campus's North Hall, now the administration building, and Patterson Lodge, now the admissions building. The original 1878 campus building, College Hall, was fully renovated and renamed Young Hall in 1982, serving now as it did in the first years of the College as the central classroom facility.

North Campus took shape in the 1890's with the construction of Durand Institute and Lois Durand residence hall. Durand Institute, designed by the noted architect Henry Ives Cobb, was built originally as a branch of the Art Institute of Chicago and has been by turns a theatre, classroom and administration building. The newly renovated Durand Institute reopened in January of 1981 and returned to its original status as an art center, now housing the Sonnenschein Gallery, painting, drawing, print, ceramics and photography studios, and departments of art, philosophy and music.

To the beginning of the College's second period of growth, the turn of the century, belong several buildings on Middle Campus, including Reid Hall, the College's library until 1965 and now a classroom building, and Lily Reid Holt Memorial Chapel, with its windows of Tiffany glass. Harlan and Blackstone residence halls, Durand Commons, and Carnegie Hall, which then housed the natural science department, were completed a few years later, in 1906.

In the 1960's, a third building drive responded to the needs of an increasingly well-qualified faculty and sophisticated curriculum and an expanded student body. In 1961, the Johnson Science Center, with its prize-winning circular Freeman Science Library, was opened on Middle Campus. The year 1965 saw the completion of the main Donnelley Library, to accommodate the College's growing collection; in 1983-84, this building was renovated to meet Lake Forest's increasingly progressive use of modern technologies, including the 25-library Illinois academic library consortium based on LCS, the largest library computer system in the world. The late sixties also saw a large dining hall and cafeteria added to Durand Commons.

The sixties also witnessed the development of South Campus, where Moore Hall, once a Lake Forest Academy building, was joined by two new residence quadrangles, and where a fully equipped Sports Center, complete with Olympic-size pool, basketball arena, racquetball, handball and squash courts, was built next to its predecessor, now converted into an indoor ice rink.

In addition to Durand Institute and College Hall, other buildings renovated in the 1970's and '80's include the Chapel; Hixon Hall on South Campus, with its modern, highly flexible studio theatre, the Allan Carr Theatre; and Durand Commons, which includes a new snack bar, student government and other activity offices, student and faculty

mailboxes, game room, college radio station, meeting rooms and lounge space.

The Faculty

Central to the fulfillment of the College's mission is the distinguished Lake Forest faculty. More than eighty per cent of the College's full-time teaching faculty hold doctoral degrees. They are active as productive scholars, researchers and critics, and many have been recognized nationally as outstanding educators, as Phi Beta Kappa, Fulbright and Woodrow Wilson scholars, as fellows in academic societies and institutions.

Lake Forest faculty members are sought out and are retained at the College because they like teaching and excel in teaching at the undergraduate level. There are no arbitrary restrictions that consign freshmen to one set of professors, upperclassmen to another. All faculty are accessible.

Smaller class size is important, too. The student/faculty ratio is approximately 12:1, a happy condition that permits informality and flexibility in both content and teaching form. Students participate in a natural way in the give-and-take of discussion and interchange of opinion. The opportunity to take part, to be heard, is a valued aspect of the liberal arts at Lake Forest.

All professors also counsel individual students in their curricular programs as faculty advisors. Students, therefore, profit from the teaching skills and personal interest of the faculty, and they also enjoy the benefits of studying under nationally prominent scholars.

The Students . . .

The mission of the College calls for diversity within the student body, for responsible students willing and able to accept a rigorous curriculum, and for a commitment among its students of academic excellence and personal integrity. While virtually all states of the union and a number of foreign countries are represented, the diversity of the college community is seen in more than the geography and educational backgrounds of its students. It is also found in the broad range of personalities. A student at Lake Forest is accepted as an individual, with particular intellectual and personal talents and needs. For each individual, the College is a place to study, work, enjoy and live.

The students participate in a variety of activities. They join the faculty in the governing of the College through participation on committees and representation on the Board of Trustees. Student writers and performers take part in the FM radio station, student newspaper, literary

magazines, yearbook, choir and theatre groups. Honorary societies in biology, drama, education, foreign languages, philosophy, psychology, chemistry and physics enjoy active student participation as do other special interest clubs. In athletics, the College provides physical education for interested students and maintains a comprehensive intramural and inter-collegiate athletic program.

There are several local fraternities and sororities and interest groups, all housed within the residence halls, whose members take their meals with all other students in the dining hall and find their associations and activities across the campus. All have equal opportunity to take advantage of the richness of the College's programs.

The Location . . .

Lake Forest College is located in the township of Lake Forest, on Chicago's North Shore. The campus is twenty-five miles northeast of O'Hare Airport via the Tri-State Tollway, about an hour on the airport bus and 35 minutes by car. Downtown Chicago is roughly the same distance away. The superb commuter railroad, The Chicago and Northwestern, takes about an hour, and the campus is a short walk or cab ride from the railroad station in Lake Forest.

There is quiet, safety, cleanliness and natural beauty in Lake Forest, and the additional intellectual, cultural, and education resources of one of the nation's largest cities are close by. Students and faculty have access to the libraries of Northwestern University, The University of Chicago, the University of Illinois at Chicago, the Newberry, Chicago Public, and nearby Barat College. The Chicago Symphony, Lyric Opera, Goodman Theater, the Museum of Contemporary Art and the Art Institute are merely a few of literally scores of cultural institutions that make Chicago a national center of music, drama, and art. The Museum of Science and Industry, Field Museum of Natural History, Adler Planetarium, Shedd Aquarium and Argonne National Laboratory are available to our students both informally and for some course work.

The College's location gives it the best of the suburban and urban worlds.

The Academic Program

Lake Forest College has opened its curriculum to an imaginative philosophy of education: namely, that no two individuals have the same educational needs and goals, and no two individuals have the same strengths, capacities, motivation or preparation. Each individual wants something distinctly personal from a college education. Accordingly, there are no specific distributional requirements at Lake Forest College. Each student is expected to compile a total of 32 course credits for graduation with the B.A. degree and to meet the special requirements of a major.

The College reaffirms its commitment to a broad education as embodied in the liberal arts. A graduate who represents the educational ideals of Lake Forest College will have studied a broad range of ideas, cultivated competence in communication and quantitative discipline, had significant exposure to the sciences, humanities and social sciences while completing requirements for a major in an academic department or an interdisciplinary program. It is and will continue to be the aim of the College to promote these ideals while allowing freedom of choice for the student in choosing his or her course of study, subject to the approval of an advisor. Students can choose majors of the traditional type, in one or more of eighteen departmental fields; they can cross departmental lines, combining courses and blocks of courses to give them new comprehensive skills or to capitalize on those they already have. They can create interdepartmental majors of their own or

select from a number of formal interdisciplinary majors designed by the College and supervised by faculty committees. In addition to a major, they can also incorporate into their own personal programs one of the various interdisciplinary course sequences, such as Ancient Mediterranean Civilizations, Black Studies, French Civilization, and Women's Studies. Some students are now choosing to participate in cooperative degree programs with professional and graduate schools, spending two or three years at Lake Forest before completing their programs, for example in engineering or nursing, at the cooperating school.

Toward the close of the freshman year the candidate for the degree of Bachelor of Arts is asked to select a departmental major or, as an alternative, to choose an interdisciplinary major.

The departmental and interdisciplinary majors are:

American Studies, *page 48*
Area Studies, *page 49*
Art*, *page 69*
Behavioral Sciences, *page 49*
Biology, *page 73*
Business, *page 80*
Chemistry, *page 77*
Comparative World Literature, *page 50*
Computer Studies, *page 110*
Economics, *page 80*
Education#, *page 85*
English*, *page 91*
Environmental Studies, *page 53*
French*, *page 96*
German*, *page 96*
History, *page 105*
Humanistic Inquiry, *page 53*
International Relations, *page 53*
Local and Regional Studies, *page 57*
(The Robert E. Wood Institute)
Mathematics, *page 110*
Music*, *page 115*
Philosophy, *page 118*
Physics, *page 121*
Politics, *page 124*
Psychology, *page 128*
Scientific Inquiry, *page 54*
Sociology and Anthropology, *page 137*
Spanish*, *page 96*

Calendar

Course work at Lake Forest College is scheduled into a calendar of two 15-week semesters, running September through December, and January into early May. Students normally take four course credits a semester (i.e., equivalent of 16 semester hours). All courses run for 15 weeks, with the exception of a selection of spring term courses which run for 7½ weeks and are offered in each of two consecutive short terms, January to March, and March to May. This arrangement offers great flexibility in that it enables upperclassmen to pursue intensive off-campus experiences during either of the 7½ week terms in the spring, and to spend the other term on campus enrolled in regular courses. The off-campus experiences may include a full-time internship enrollment in an ACM Humanities Seminar Program in Chicago, or even travel abroad to participate in the College's own academic program in Greece. In this way students can enjoy a valuable off-campus experience for college credit without sacrificing a whole semester or a summer in the process.

A seven-week summer session, normally scheduled from mid-June to late July, offers a number of basic and special courses, taught by the regular faculty of the College. Students may take a maximum of two courses.

*Each of these majors offers two-track concentrations. Please consult the departmental descriptions which follow.
#A major in education may only be taken in conjunction with another major but not as a major on its own. Details on acquiring Illinois State Certification are available through the Education Department.

Academic Advisement

Great importance is attached to the advising system at Lake Forest College. While a student's special academic needs and objectives determine the precise course of study in a given term or year, it is the advisor's responsibility to ensure that each individual course plan reflects the ideals of a broad liberal arts education.

Each new student is assigned a faculty advisor at the outset who assists with program planning, course selection, registration, academic difficulties, personal problems, and career choices. A freshman student keeps this advisor at least for the duration of the freshman year, but often longer. After choosing a major field of study, the student selects a faculty advisor in the chosen discipline, who assists in drawing up a program of courses in the major field and other relevant areas, and who provides necessary guidance throughout the student's undergraduate career.

FRESHMAN STUDIES

During their first year, Lake Forest students have the option of combining traditional introductory courses in various disciplines with special courses designed mainly for freshmen, for the development of important skills. Among these are English Composition, Writing on Special Topics, and Freshman Seminars.

In a Freshman Seminar a small group of students explores with one or more faculty a basic issue in human nature or culture from various intellectual perspectives. The seminars place special emphasis on group discussion, oral and written presentations by students, and research techniques and analytical skills. Courses entitled Writing on Special Topics combine the teaching of a particular subject matter of limited scope with the teaching of writing, providing students with an introduction to a topic of intellectual concern and with practice and guidance in essay composition. English Composition is devoted exclusively to the development of the fundamental skills of written composition.

None of these courses is required; all are for credit. For descriptions of this year's topics, see page 43.

INDEPENDENT STUDY

Independent Study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of formal courses. A student may engage in independent study for credit, given the availability and approval of a faculty member competent in the chosen subject matter. There are various types of independent study:

A **Tutorial** is a directed reading course on a special topic not covered in a listed course; the student discusses the reading with the faculty supervisor at least once a week, and usually writes a number of short reports or papers. Recent tutorials have dealt with Medieval history, aerodynamics and airfoil design, field survey of a fresh water environment, computer programming for psychological research, feminist perspectives in the structuring of societies, advanced theatre design, mathematical techniques for the analysis of problems in physics, aspects of actuarial science, Biblical Hebrew and biochemical genetics. Freshmen may take a Tutorial during any term after their first, but students may take no more than four Tutorials, and only one per year.

A **Research Project** is more specialized and usually more advanced than a Tutorial, requiring greater independence and originality on the part of the student, who conducts scholarly research with a view to producing a substantial report in the form of a term paper or report. Among projects undertaken in 1984-85 were studies involving Environmental Aspects of DDT, Deregulation of the Banking Industry, the U.S. Constitution and the Economic System, the Contemporary Novel, and the Elgin Marbles (completed in the British Museum, London). Juniors and Seniors are eligible to undertake Research Projects. The maximum allowed toward graduation is four: two per semester, but no more than three per year.

A **Senior Thesis** is original scholarly research undertaken in the student's senior year, usually over more than one term. The research culminates in the presentation of a formal written dissertation, which is evaluated by a faculty committee who also examines the student in person. Outstanding theses are awarded Thesis Honors at graduation. A list of the eighteen Senior Theses awarded Honors during the 1984-85 academic year is on page 183. These titles represent a broad spectrum of the liberal arts tradition and cover not only major fields in the natural sciences, social sciences, and humanities but also interdisciplinary majors and topics chosen by Independent Scholars. In 1985 one of the Honors Senior Theses was chosen to receive the Phi Beta Kappa Senior Thesis Award, "Illusions of Inferiority, Chimeras of Strength: Reagan Administration Military Policy 1981-1984." by Philip A. Klinkner. Senior Theses may be undertaken for up to three course credits, no more than

two of which may be taken in the same semester. The category of research will include Senior Thesis programs.

A **Creative Project** is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative Project credits are limited in the same way as tutorials, except that Senior Projects in Studio Art (page 72) may be approved for a maximum of two course credits.

Students may count a total of seven Independent Study credits, including Internships, toward graduation. They must arrange each Independent Study program before the end of the previous semester by submitting a written proposal (form obtainable from the Registrar) signed by the relevant faculty, to the Dean of Faculty for final approval. See the Registrar for detailed information.

THE INDEPENDENT SCHOLAR PROGRAM

An independent study experience is the primary component of the Independent Scholar Program, which enables qualified and motivated students to design and pursue an individual degree program, in the junior and senior year, focusing on a particular topic or theme rather than on a single academic discipline.

In past semesters, Independent Scholars at Lake Forest, formerly called College Scholars, have examined, among other topics, the Italian Rennaisance, philosophies of the East, and the writing and illustrating of children's literature.

The Independent Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the Program lies with the student, beginning with presentation of his or her case for admission to the Program.

In the Spring term applications are invited from students who will be juniors by the end of the Fall term of the following academic year. Admission is determined by the Independent Scholar Committee. *See Student Handbook.*

PRE-PROFESSIONAL AND CAREER PREPARATION

Lake Forest College recognizes the need to integrate the ideals of a liberal arts education with professional and career preparation. The College offers its students many career and professional options, including:

EDUCATION: Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered. A major in Education is available only in conjunction with another major.

Special emphasis in the Secondary Certification program is being given to the training of effective teachers for middle school/junior high school. Details are given in the Education section under Departmental Majors on page 86.

ENGINEERING: Students who wish to combine a liberal arts education with instruction leading to a degree in engineering may participate in the 3-2 cooperative program between Lake Forest College and Washington University in St. Louis, Missouri. During their three years at Lake Forest College these students will be advised by a member of the faculty in the Physics Department and will meet regularly with a representative of Washington University. They will spend the last two years in the program on the Washington University campus. Students successfully completing the program will receive both a B.A. degree from Lake Forest College and a B.S. degree from Washington University. See page 61.

HEALTH SERVICES: Students interested in careers in the health care field should consult Mrs. Hansen.

LAW: The pre-law advising program, through close personal attention and advice, and through regularly scheduled meetings with members of the profession, helps students decide whether a legal career is the best profession for them. The pre-law advisor offers counsel on applying to law schools and on the range of law schools most suitable for each student. There is no specific pre-law pattern of course work at Lake Forest College; the basic four-year course of study is appropriate undergraduate training for future lawyers. Advisor: Mr. Lombardi.

MEDICINE: Students preparing for careers in medicine, dentistry, or veterinary medicine may major in any academic field, provided their courses of study include the necessary science courses to insure adequate preparation for the professional schools of their choice. Generally, these required science courses include a minimum of one year in biology, two in chemistry, and one in physics. The Health Careers Advisory Committee* schedules interviews each year with students in this field to assess their programs, their progress, and to advise them on preparing themselves for admission to the appropriate professional schools. In addition, each student planning a career in the medical sciences will be assigned his or her own advisor from the natural sciences faculty, with whom close contact is maintained throughout the undergraduate career.

*Committee Chairperson: Mr. Coutts.

NURSING: Lake Forest College has established a cooperative program with Rush University in the field of nursing. Rush's Medical Center is the center of a comprehensive cooperative health delivery system serving some 1.5 million people through its own resources and in affiliation with eight community hospitals in northern Illinois. Students entering this program will spend their first two years at Lake Forest College and their last two years on the Rush University Campus. Upon completion of the program they will receive a B.S. degree in nursing from Rush College of Nursing. See page 61.

MEDICAL TECHNOLOGY: Lake Forest College has established a cooperative program with Rush University in the field of medical technology. Under this arrangement students spend their first two years at Lake Forest College and their last two years at Rush College of Health Science. Upon successful completion of the four-year program students will receive a B.S. degree in medical technology from Rush College of Health Science. See page 62.

PUBLIC POLICY STUDIES: This 3-2 program, offered in cooperation with The University of Chicago, prepares students for professions in fields such as urban and housing issues, government regulation, health policy and foreign or domestic economic policy. After successfully completing the Junior year and a major at Lake Forest College, students study two years at The University of Chicago and receive a Master of Arts degree in Public Policies. See page 63.

PUBLIC SERVICE: The Wood Institute for Local and Regional Studies was created to enable students to understand the complexities of metropolitan life as a prelude to graduate school and professional careers. The Institute program combines the traditional liberal arts courses and a heavy emphasis on internship experiences in a program designed to lead to career opportunities after graduation as well as to graduate work. Students with a major in Local and Regional Studies may pursue careers in public and private planning, public safety, criminal justice, and local government. The major is also a good background for those wishing to take advanced degrees in law, planning, public administration, social work, community development, and business. See page 57.

SOCIAL SERVICE ADMINISTRATION: Students who wish to become professionals in the fields of social treatment and social development, one option directed more toward counseling and assistance, and the other more toward community program administration, may be able to participate in a Three-Two cooperative program between Lake Forest

College and The University of Chicago. In this program students attend Lake Forest College for three years followed by two years in the School of Social Service and Administration of The University of Chicago. The plan enables successful students to earn a Bachelor of Arts degree from Lake Forest College and a Master's degree from The University of Chicago in a total of five years. See page 62.

OFF-CAMPUS STUDY

Study opportunities in off-campus settings have traditionally enriched the curricular and extra-curricular options of Lake Forest students. Those who have been able to take advantage of such opportunities invariably found that they presented new perspectives, valuable facts and fresh ideas. Off-campus study may take a student abroad, to other parts of the United States, or no farther than the City of Lake Forest in the case of some internships. The Off-Campus Study Program director, Mr. Speros, makes available to students information about quality non-Lake Forest programs which might be useful in special cases.

Internships and Practicums

A department or interdisciplinary committee arranges off-campus internships and practicums. The internship program is intended primarily for students who have had at least two years of course work, and for whom the internship is a chance to work in a practical professional way at a subject area studied previously on a theoretical level in academic courses. A description of the program, "Guidelines to Internships and Practicums" is available from the Registrar's office. Students may count up to four internship credits toward graduation, but no single internship can be for more than two credits. These courses are graded only on a Credit/D/Fail basis.

Under the internship program, Lake Forest students work for academic credit in businesses, social and governmental agencies and other institutions both in the Chicago area and elsewhere during either of the 7½ week Spring terms and during the Summer term. In recent years, students worked — and studied — for Van Straaten Gallery, Chicago's Better Government Association, Chicago's *North Shore* Magazine, The Chicago Historical Society, The Museum of Contemporary Art, The Hyatt Regency Hotel, the Cultural Department of the Consulate General of France, The Office of Senator Charles Percy, The Chicago Board of Trade, The Chicago Mercantile Exchange, Abbott Laboratories, Lutheran General Hospital, the Chicago Transit Authority (CTA), Heart Association of Lake County, Chicago Mayor's Office of Intergovernmental Affairs, Japan National Tourist Organization (Chicago), Dean Witter,

City Manager of Lake Forest, IBM, Peat Marwick-Chicago, Chicago Medical School, Office of U.S. Senator Alan Dixon, Wilmette Youth Resource Center, International Visitor's Center of Chicago, Catholic Charities, WBBS-TV Channel 60 (Spanish Station) Chicago, Shearson/American Express, Metropolitan Correctional Center, Chicago Artists Coalition, Art Exposition of Chicago and Inland Steel-Ryerson Foundation, Inc. One student worked as an international monetary manager in Switzerland and in England; another worked with reporters on the staff of the Chicago Tribune investigating corruption in Chicago health systems, and developing a health proposal with a Chicago alderman for the Lakeview area of the city. Yet another developed a disaster plan for the town of Gurnee, Illinois, which was subsequently used during a serious flood.

Internships and Practicums have been developed primarily under the Departments of Politics, Economics and Business and the Wood Institute for Local and Regional Study; the Departments of Psychology, Sociology and Anthropology, and Art have participated significantly in the program as have the Departments of Mathematics and Computer Studies, Biology, Chemistry, History, English, Philosophy and Theatre.

The success of this domestic internship program has led to the establishment of the Lake Forest College International Internship/Study Abroad Program. Please see page 18 for details.

Program Leaves

A student may enroll during the Fall and Spring semesters for one course at another institution while remaining registered at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed (i.e., with grade of C or better in each course) and the credits transferred to Lake Forest College, the student will be reimbursed for the cost of the tuition at the other institution up to the cost of tuition at Lake Forest College for the same period.

Lake Forest Courses Offered Off-Campus

PROGRAM IN GREECE: The Program in Greece incorporates three sequential 3 1/2-week courses which use historical and archaeological sites and museums as classrooms to study the ancient Aegean world from the Minoan to Byzantine periods: AMC 202 (7 1/2 B, March) Greece in the Bronze Age, involves travel to Mycenaean sites on mainland Greece and to Minoan sites on the islands of Crete and Santorini; AMC 203 (7 1/2 B, April) Greece in the Classical-Roman Ages, combines study in Athens, Delphi, Olympia, Corinth, Epidaurus and on the island of

Delos; AMC 204 (May) Greece in the Byzantine-Medieval Ages, involves travel to northern Greece (Salonika, Meteora), southern Greece (Mistra, Nauplion), the island of Patmos, and sites on the coast of Turkey.

Credit may be gained in art history, history and/or sociology and anthropology for any two or all three of these courses. For a normal spring semester 4-course load a student may take two 7 1/2A courses on campus and any two of the courses in Greece, or a student may take all three courses in Greece plus one 7 1/2A course on campus, an independent study or an internship. For a 5-course load (at 1/2-course additional tuition) a student may combine two 7 1/2A courses with all three courses in Greece.

Prerequisites: Ancient Mediterranean Civilizations 201 (Ancient Greece: Life Thought and the Arts), to be offered in spring, 1985 (7½A), or two courses in the combination of art history and ancient history or Classical literature. Program Advisor, Mr. Cole.

INTERNATIONAL INTERNSHIP/STUDY ABROAD PROGRAM IN MADRID: The success of our domestic internship program, coupled with an awareness of the shortage of United States citizens possessing fluency in a foreign language and an understanding of other cultures and international concerns, has led to the establishment of the LFC International Internship/Study Abroad Program. The second-semester program is conducted in Madrid, Spain, for juniors and first semester seniors who can demonstrate Spanish language proficiency through the intermediate level and who possess solid academic training in their major field(s). The fifteen-week program combines a two-course credit internship with a one-course credit study of language and a one-course credit seminar in Spanish culture. Students are placed in a wide range of profit and non-profit organizations in areas such as advertising, finance, management, marketing, education, museology, personnel, public relations, research, and government. Participants normally live with Spanish families. Program Advisors: Mr. Speros, Ms. Kurtz.

INTERNATIONAL INTERNSHIP/STUDY ABROAD PROGRAM IN PARIS: Similar in design to the Madrid Internship/Study Abroad Program (see above), the Paris program aims to provide the student with in-depth exposure to French society and culture through a combination of work experience and classroom instruction. The program is scheduled for the Fall semester, beginning in 1986. Students must be at the junior or senior level, demonstrate French language proficiency, and have a solid academic background in their major field(s). The fifteen-week program is comprised of three parts: (1) a two-course credit internship in a profit or non-profit organization or government agency in such areas as management, marketing, finance, advertising, museology, education, personnel,

public relations, and research; (2) a one-course credit study of French language, and (3) a one-course credit seminar in French society and culture. To enhance their exposure to another culture and develop fluency in French, students will normally live with French families. Program Advisors: Mr. Moodie, Mr. R. Smith.

MARINE BIOLOGY: The Biology Department offers a Marine Biology program during the College's spring semester. Students in the program spend the first part of the course (Biology 282) on campus in academic preparation for the trip and spend the last two weeks at the facilities of the Bahamian Marine Station on San Salvadore Island. Credit: one course credit. Application period: during pre-registration of the preceding April. Program Advisor: Mr. Louch.

ACM Cooperative Programs

Lake Forest College is a member of the Associated Colleges of the Midwest, a consortium of thirteen distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, and St. Olaf. By working together these colleges have expanded greatly the off-campus study opportunities for their students. When participating in some of these programs, usually as juniors, Lake Forest students meet with their counterparts from other ACM colleges. Credit is provided by Lake Forest.

These programs are intended to enhance the collegiate experience and should make sense in terms of the students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations which demand that they work on their own initiative. Students on probation are usually ineligible.

Applications must first be submitted to the Lake Forest College Committee on ACM Programs from which, if approved, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the committee reserves the right to limit their availability in order to maintain the integrity of the latter. The deadline for all programs is February 1. Applications will not normally be accepted after that date.

ARTS OF LONDON AND FLORENCE: The Arts of London and Florence program (winter/spring only) offers a broad introduction to the humanities, drawing upon the cultural resources of the two cities to explore the historical and contemporary richness of Western civilization. Students spend eight weeks in each city, with a one-week break between

the two segments of the program for individual travel. Course work in art, architecture, drama, Italian language and history or literature is supplemented by frequent visits to museums, galleries and the theatre, short field trips to other areas of England and Italy, and discussions with local scholars. Length of program: February-May. Enrollment: 50 students (25 begin in London, 25 in Florence). Eligibility: sophomores, juniors, seniors. Credit: 4 course credits. Application deadline: February 1, 1986. Campus program advisor: Mr. Mitchell.

CHINESE STUDIES: The Chinese Studies program offers an academic year of study in Hong Kong, a center for research and analysis of contemporary China as well as a focal point for business, banking, journalism and governmental agencies operating throughout East Asia. Enrolled at the Chinese University of Hong Kong, students choose Mandarin or Cantonese language instruction, as well as elective courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. At the university, students live in dormitories with Chinese roommates. An ACM/GLCA program, in cooperation with the Yale-China Association. Opportunities for study in Mainland China for students with one to two years of Chinese are also available and offered by the Council on International Educational Exchange, of which ACM is a member. Length of program: September-April. Eligibility: Juniors and seniors. Credit: 4 course credits per semester. Application deadline: February 1, 1986. Campus program advisor: Mr. Charles A. Miller.

FLORENCE: The Florence program (fall only) offers serious students of art, history, Romance languages and the humanities an opportunity for intensive study among the legacies of the Renaissance. Students' understanding and appreciation of the richness of Florence's artistic and cultural heritage is facilitated by Italian language instruction and courses providing historical context and a broad perspective on Italian contributions to world civilization. Course work is supplemented by frequent visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars. This academic immersion in Italian Renaissance culture is enriched by the students' personal immersion in the life of modern Italy, since each student lives in Florence with an Italian family. Length of program: September-December. Enrollment: 20-25 students. Eligibility: Junior and senior majors in art, history, modern languages or humanities. Italian language highly recommended. Application deadline: February 1, 1986. Campus program advisor: Mr. Mitchell.

GEOLOGY IN THE ROCKY MOUNTAINS: The Front Range, High Great Plains and adjacent mountain ranges serve as classroom and laboratory for the study of fundamental processes and concepts of geology in this introductory field course. For pre-freshmen as well as currently enrolled students, Geology in the Rocky Mountains is designed to integrate course work and extensive field experience so that students learn through direct exposure to the geologic environment. Frequent field trips from the program's Colorado Springs base provide the opportunity to examine a wide range of rock types, minerals and fossils, geologic structures and landforms. This on-site exposure is reinforced by written reports, regular text assignments, lectures, discussions and laboratory sessions. Limited space is available for more advanced students who may pursue independent study projects in the field. Length of program: June-August. Enrollment: 20-25 students. Eligibility: All students, including entering freshmen, no previous background in geology is required. Credit: 2 course credits. Application deadline: February 1, 1986. Campus program advisor: Mr. Martin.

INDIA STUDIES: The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After a ten-week intensive orientation term, including language study, at one of the ACM colleges, India Studies participants spend six months in Pune living with Indian families. At once traditional and highly industrialized, Pune is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students will be enrolled in the University of Poona, where they will continue language instruction and choose four other courses, and also complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available — music and dance recitals, field trips to nearby cultural sites such as the Ajanta and Ellora caves, and religious festivals. Length of program: April-December. Enrollment: 15-20 students. Eligibility: Second-semester freshmen, sophomores and first-semester juniors. Credit: 8 course credits. Application deadline: February 1, 1986. Campus program advisor: Mr. Louch.

JAPAN STUDY: After a summer orientation including intensive language study in a mountain village setting, and homestays with rural families, students spend the academic year at Waseda University's International Division in Tokyo. In addition to language study (required) electives may be chosen from a wide range of Asian studies courses taught in English. Students participate in an ongoing weekly seminar on Japan and also pursue extended independent study projects in the

humanities, natural or social sciences. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in Japanese life. A ACM/GLCA program. Length of program: July-February. Eligibility: Sophomores, juniors, seniors. No Japanese language study required for acceptance, but two semester hours or the equivalent must be completed before departure. If this requirement cannot be met on the home campus, Earlham College in Richmond, Indiana, offers an intensive two-credit session in June. Credit: 8-course-credits for full year, correspondingly less for eight-month students. Application deadline: February 1, 1986. Campus program advisor: Mr. Charles A. Miller.

NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES: One of America's great research libraries provides the setting and resources for this program of individual and cooperative research in the humanities. Students attend seminars, meet with resident scholars, and conduct their own examinations of selected topics or historical periods, using the Newberry Library's outstanding collections. In addition to the semester-length fall seminar, students may enroll in one month seminars on selected topics during the winter/spring. From January through August students may also pursue independent study under the direction of faculty members from their own colleges, for any time period suitable to their needs. Students may also choose to participate in research library tutorials designed to provide practical experience and academic training in such areas as modern manuscripts and rare books, local and family history, and Renaissance studies. An ACM/GLCA program. Length of program: September-December (fall seminar) for 4 course credits; January-May (month-long seminars) for 1 credit per month; variable periods (independent study and tutorials for variable credit). Eligibility: Juniors, seniors, exceptionally qualified sophomores. Application deadline: February 1, 1986. Campus program advisor: Mr. Greenfield.

OAK RIDGE SCIENCE SEMESTER: Designed to allow undergraduates to study and conduct research at the frontiers of current knowledge, the Oak Ridge Science Semester places qualified students as junior members of research teams engaged in long-range intensive investigations at Oak Ridge National Laboratory (ORNL) located near Knoxville, Tennessee. Participants devote most of their time to research work in the biological, engineering, mathematical, physical or social sciences. In addition, each student chooses one course from among a variety of advanced academic courses and participates in an

interdisciplinary seminar designed to expose students to new ideas in their major fields and related disciplines. This academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. A GLCA/ACM program. Length of program: September-December. Enrollment: 35-45 students. Eligibility: Upperclass majors in biology, chemistry, geology, physics, mathematics or social sciences. Credit: 4 course credits. Application deadline: February 1, 1986. Campus program advisor: Mr. Martin (natural sciences and social sciences).

STUDIES IN LATIN AMERICAN CULTURE AND SOCIETY. Studies in Latin American Culture and Society (fall only) is an interdisciplinary program designed for students who wish to gain a comprehensive understanding of life in Latin America and to develop their facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, development strategies and cultural change provides insights which are reinforced by group field trips and a two-week period of individual field work in the country's provinces. Language study is stressed as the key to in-depth understanding of the culture. In San José and its environs, students live with families both to improve their language ability and to enable continuous, personal involvement in the life of a Latin American community. Length of program: September-December. Eligibility: Sophomores, juniors, seniors, with at least one year of college level Spanish. Credit: 4 course credits. Application deadline: February 1, 1986. Campus program advisor: Ms. Kurtz.

TROPICAL FIELD RESEARCH: The Tropical Field Research program (winter/spring) is designed for advanced work in the social and natural sciences. The diversity of ecological zones within a day's travel of the capital of Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. The varied historical and contemporary use of this terrain offers an equally broad range of study topics for students of anthropology, archaeology, economics, geography, history, political science and sociology. Students prepare for their research work during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing multidisciplinary project or may be undertaken independently under the supervision of a faculty advisor. Length of program: February-June. Eligibility: Sophomores, juniors, seniors, with prior course work in the proposed research discipline and at least

one year of college-level Spanish. Credit: 4 course credits. Application deadline: February 1, 1986. Campus program advisor: Ms. Kurtz.

URBAN EDUCATION: The Urban Education program introduces student teachers and those interested in bilingual education or such service-related professions as counseling, social work, and art or music therapy to the unique aspects of urban schools and urban children. Chicago's myriad instructional options provide work placements in a variety of settings: inner city or suburban, traditional or innovative, Montessori or Gestalt, bilingual or special education. The program provides a background of support for student teachers through a series of resource workshops, seminars and discussion groups; emphasis is placed upon exploring each individual's strengths and weaknesses as a teacher.

Chicago's ethnicity provides a rich setting for explorations into the meaning of cultural identification and its impact on learning, the topic of a short term program, "Dimensions of Multiculture and Global Awareness" (offered in December, January and May). The program can serve candidates for bilingual education certification, foreign students seeking experience with American students or those from their own background, or students interested in expanding their understanding of the peoples of the world.

Another short term course, "Teaching English as a Second Language" (offered in December and January), is designed to provide training in the teaching of English to speakers of other languages. TESL, the Dimensions of Multiculture course, and appropriate teaching internships can be combined with on-campus methodology course work to qualify students for certification in bilingual education. Length of Program: Fall or spring semester; fall, winter or spring term; interim or block-length option. Eligibility: Any currently enrolled student; those seeking certification are expected to have fulfilled their college's pre-requisites for student teaching; previous experience working with young people is desirable. Credit: variable. Application deadline: February 1, 1986. Campus program advisors: Mr. Tierno, Ms. Massey.

URBAN STUDIES: The social, cultural and economic forces which shape American cities — urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite — are all present in Chicago. In the Urban Studies program, students begin to understand the magnitude and complexity of an urban center by studying, working and living in Chicago. Formal study in seminars on urban issues, a core course involving all program participants, independent study projects and

supervised internships, help students gain a valuable understanding of work and contribute to the life of the city and its people. Length of program: September-December, or February-May. Eligibility: Sophomores, juniors, seniors. Credit: 4 course credits. Application deadline: February 1, 1986. Campus program advisor: Ms. Eskilson.

WILDERNESS FIELD STATION: The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest. It lies just outside the Boundary Waters Canoe Area, offering students an exceptional opportunity for direct observation of northwoods nature. Courses in botany, vertebrate zoology, aquatic biology, behavioral zoology, forestry, and ornithology are offered during the two month-long summer sessions, along with environmental biology for non-science majors, a course in wilderness literature with no science requirement and an independent study option. Much of the field work in this lakeland wilderness is done on canoe trips, involving paddling, portaging and camping under primitive conditions. The base camp's well equipped laboratories and herbarium enable students to supplement their field study with the latest analytical techniques. Length of program: June-July, July-August; or both. Eligibility: One college-level biology course or its equivalent is required for all courses except field biology and wilderness literature, which have no prerequisites. Credit: 1 course credit per session. Application deadline: February 1, 1986. Campus program advisor: Mr. Weik.

YUGOSLAVIA: For more than a thousand years a dividing line and scene of confrontation between East and West, Yugoslavia presents a fascinating setting for the study of nation-building and of historical and contemporary world affairs. The Yugoslavia Program enables firsthand study of this historical legacy and of the patterns of modern development which have created in Yugoslavia a unique economic system and a multi-ethnic communist society. Based in Zagreb, a major cultural center, the program includes intensive language training and course work at the University of Zagreb, field trips and residence in Yugoslav homes. Courses cover such topics as: industrialization and social change; Marxist philosophy; the worker self-management system; and the development of the social and economic system. An ACM/GLCA program. Length of program: August-December. Eligibility: Sophomores, juniors, and seniors. Credit: 4 course credits. Application deadline: February 1, 1986. Campus program advisor: Ms. Gayle.

COMMUNITY EDUCATION FOR ADULTS

Lake Forest College takes a special interest in serving the adult

community of the North Shore through the Office of Community Education. Regular course offerings of the College are open to members of the community for credit or may be audited, and a number are scheduled at afternoon or evening hours which are convenient for adults. In addition, the College offers a number of non-credit programs in areas of general interest.

The Office of Community Education provides academic counseling for non-traditionally aged students. Individuals who meet the admission requirements established by the Faculty Committee on Community Education may take courses for college credit in individually tailored programs on a part-time or full-time basis. The Office of Community Education does not award degrees; in order to receive a Lake Forest College degree, students must take their last eight courses as regularly enrolled students, but college courses taken before formal admission can be counted toward the degree.

For more information on adult programs, call or visit the Office of Community Education in Young Hall, Room 222.

GRADUATE PROGRAM IN LIBERAL STUDIES

Lake Forest College is first and foremost an undergraduate institution. It is, however, accredited by the North Central Association of Colleges and Schools at the Master's level and it offers a single graduate program in Liberal Studies, leading to the Master's degree. This program is designed for those who have completed a bachelor's degree and who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. For additional information on the structure of the program and course listings, please see page 64. Director of the Master's Program in Liberal Studies, Mr. Zilversmit; Assistant Director, Ms. McNamara.

COOPERATION WITH BARAT COLLEGE

Lake Forest College joins with nearby Barat College in offering certain programs jointly, and in coordinating offerings in some academic departments. Both colleges are on the semester system, which faciliates cross-scheduling. A student at Lake Forest may, upon the approval of his or her advisor, register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted. Such registrations are made at the Office of the Registrar of Lake Forest at the usual time of registration. (See "Special Charges", page 157.)

Lake Forest students travel to Barat, one mile away, primarily for

additional coursework in the creative arts — dance, ceramics, painting and women's studies. Barat students register at Lake Forest primarily in the sciences — biology, chemistry, physics.

Barat College also offers lectures and cultural programs to which students of Lake Forest are invited.

RESEARCH AND LEARNING RESOURCES

College Libraries

The Lake Forest College faculty believes that library research within courses and on special projects is essential to the development of a well-rounded, independent intellect. As a result, the College's collection of 300,000 books and documents and 1,000 current periodicals are heavily used, and students acquire considerable sophistication in library use and research techniques which serve them well not only as undergraduates but also later in their professional careers.

The College is located on the perimeter of one of the great library centers of the world, and its library program is able to combine strong traditional on-campus collections with easy access to the extensive research holdings of Chicago, North Shore, area and Illinois libraries. While the bulk of undergraduate teaching is supported by the vital core collections in the College's own modern facilities, a substantial part of the learning on campus is supported by research material brought to the campus through inter-library exchanges, or available for use in major research collections in the metropolitan region. Both faculty and students carry on research at the Newberry Library, the John Crerar Library, the Art Institute, and Chicago Historical Society, and the libraries of the many Chicago area universities. Loan materials are obtained through the College's participation in the Illinois State network and in other complementary library systems. Lake Forest College's library patrons have access via computer, and through a shared circulation system, to the collections of the University of Illinois at Urbana and over 20 other academic libraries. In 1983-84, over 4,000 books and articles from off campus were obtained for students and faculty. In addition, the College's collections are being developed in coordination with the Lake Forest Public Library and the Barat College Library, whose combined 160,000 volumes are within walking distance of the campus.

The College library has been a leader nationally in preparing users to take advantage of the benefits of expanding information, computerization, and resource sharing. Grants from the Council on Library Resources and the National Endowment for the Humanities have given Lake Forest College a national leadership role in computer information retrieval in the library setting.

The DONNELLEY LIBRARY, constructed in 1965 and substantially renovated in 1983, houses the bulk of the College's collection in an arrangement that accommodates the needs of new technologies and resource sharing. Basic support for course work and the research of students and faculty is provided by a core collection of books and journals in the humanities and social sciences, supported by a well-equipped reference and bibliographic center and a microfilm reading room. The catalog of the College's holdings is online, as well as in card form.

Special Collections complement the core holdings and off-campus sources by providing access to significant primary source material for students and faculty researchers. Larger collections donated by friends, faculty and alumni include: the Hamill Collection of over 6,000 rare and important books in the humanities, given by the late Mrs. Alfred E. Hamill of Lake Forest; the Scotiana Collection of 3,000 volumes for the study of Scottish history, art, literature, music, genealogy, and printing, donated by the late R. Douglas Stuart of Lake Forest; and the library of Garrett Leverton, the College's drama director in the 1920's, of nearly 5,000 volumes of plays and material on the development of the theatre in this country. Two collections on railroad history, some 8,000 items in all, the library of Elliott Donnelley and the collection of Munson Paddock, form a substantial holding.

In the 1980's several important collections have come to the College. Gifts from Mr. DeWitt O'Kieffe, from his estate, and from Mrs. O'Kieffe have brought over 1500 volumes of Americana, language, literature, and rare books. The papers and library (170,000 sheets and 1000 volumes) of Captain Joseph Medill Patterson, founder of the *New York News* and grandson of the College's first president, arrived in 1983, the gift of Captain Patterson's son James. Other substantial collections of recent years include modern art from Richard Templeton and rare books in the humanities from Mrs. Gordon Bent, from Mrs. Richard Bentley, and from Mr. Edwin Asmann, '27.

Micro-computers are located in Donnelley to support curricular applications of computing, including word processing, data management, and spreadsheets. A software collection is available.

The THOMAS O. FREEMAN SCIENCE LIBRARY, built in 1961, serves the reference and research needs of the Departments of Biology, Chemistry, and Physics. This attractive facility, in which there is particular emphasis on index tools, journals, and reference works, is located adjacent to the classrooms and laboratories of the Johnson Science Center, and provides easy information access for students and faculty alike.

The combined holdings of these two facilities amounts to some

300,000 books, periodical volumes, and government documents. There are about 1,000 currently received periodical titles; 8,000 reels of microfilm and 12,000 other microforms. Approximately 5,000 volumes are added to the College's library collection annually.

Audio-Visual

The A.D. JOHNSON AUDIO-VISUAL CENTER in the Donnelley Library is the focal point of the College's audio-visual program. From here is circulated a wide range of equipment (VTRs, projectors, tape recorders) and tapes for music and language programs. Several thousand tapes and recordings support these programs.

In addition to the Center, audio-visual facilities and collections are located conveniently in various buildings and departments. The well equipped Music Department record collection is supported by up-to-date, superior sound equipment. The Art Department has 60,000 slides. The Reid and McCormick auditoriums are well equipped for film showings, as are many regular classrooms.

The Writing Center

The Writing Center, located on the lower level of the Donnelley Library building, offers individual help to students who wish to improve their writing in short papers, lab reports, research papers, senior theses, or letters of application. Lake Forest College's Writing Center is a support service for students from all disciplines who want to learn to write well. Staffed by the Center Director and well-qualified student tutors, the Writing Center offers help to students at all levels of writing competency — those needing assistance with grammar, punctuation, and mechanics as well as those seeking to improve their style, find out about standard manuscript form, or learn word processing. The Center is open during the regular college term; hours are scheduled five days a week, Wednesday evenings, and Sunday afternoons.

The Writing Center is an essential component of the College's expanded writing program. Writing is taken very seriously in all disciplines of the College; the faculty expects students to become competent writers and to make every effort to achieve excellence in writing assigned as part of their course work. To accomplish that end, the Writing Program Steering Committee, which advises and assists the Writing Center Director, is actively engaged in finding ways to increase and improve instruction in writing throughout the curriculum. Special opportunities for students include an annual Writing Contest and the subsequent publication of winning entries in Lake Forest Papers, issued at the end of the spring semester. Other activities sponsored by

the Committee have included a Great Lakes area conference on reading and writing across the disciplines during which students and faculty heard lectures by nationally known specialists and College faculty, and discussed problems in student's writing and strategies for improvement. Writing Center Director: Dr. Grisham.

Computing Facilities

The computer supplements and enriches many courses, including some in the Departments of Mathematics/Computer Studies, Physics, Biology, Chemistry, Economics/Business, Politics, Psychology, and Sociology/Anthropology as well as the Writing Center. It is used by faculty and students for research and by students in independent studies.

The College owns a Digital Equipment Corporation PDP 11/44 computer which is used for both educational and administrative computing. The system currently supports fifty-five terminals, placed in eight different buildings on campus. Approximately thirty terminals (including video terminals, hard-copy terminals, graphics terminals, and a plotter) are available for student use. All are available sixteen hours a day, and several are available twenty-four hours a day, seven days a week.

The College also owns about sixty microcomputers (Apples, North Stars, and TRS-80s), approximately forty of which are available for student use. These are scattered all over campus including twelve Apples in Deerpath, Lois, Nollen, and Blackstone dormitories. The microcomputers are used for word processing, introductory programming courses, computer interface courses, and research projects. Most of the micros are available at least sixteen hours a day, and many are available twenty-four hours a day, seven days a week.

As part of the recent renovation of Young Hall, two classrooms were equipped with computer terminals and video monitors. This equipment is used for demonstrations in courses which use a computer.

All students have free access to the computing facilities of the College. The Director of Academic Computing and the Writing Center offer non-credit mini-courses to users and provide help with statistical computations, program writing, and text editing.

Art Galleries

The Sonnenschein Gallery and the Albright Room are in the recently refurbished Durand Art Institute. The Sonnenschein Gallery is the scene of a variety of changing exhibitions during the academic year. The exhibitions are of two sorts: those dealing with the immediate concerns of the department, such as student, faculty and alumni exhibitions, and

other exhibitions of a more extensive sort in which works borrowed from collectors are arranged to illustrate a particular art historical theme. The Albright Room is normally used to exhibit works from the College's extensive collection of Pre-Columbian and African art.

During 1984-85 the following exhibitions were mounted:

—Pre-Columbian Art from the Lake Forest College Collection
—Alumni Exhibition
—"Personal Preferences" — An exhibition of prints with special commentaries
—Ruth Duckworth — Ceramics
—Will Petersen — Graphics
—"On Being of One's Time" — Daumier Prints from the Collection of Dr. and Mrs. Sidney Kaplan
—Exhibition of Work from Senior Projects in Studio Art

The College art collection consists of the Sonnenschein Study Collection of several hundred European drawings and prints, the Freehling Gift of contemporary American prints, many of which hang in Young Hall, an extensive group of Pre-Columbian and African works, and prints, drawing, paintings and photographs from various periods.

REGISTRATION

Each spring students enrolled in the College pre-register for the next academic year. Freshmen have an opportunity to indicate their course preferences during the summer preceding their entrance to the College. Such course choices, including the spring pre-registration plans, are formally completed during designated registration periods in the fall. All registration forms must be signed by the student's faculty advisor before they can be accepted by the College's Registrar. Additional days are set aside, prior to the spring semester, for the purpose of confirming registration plans, or making changes in those plans. A fee is charged for late registration or late changes. All students must validate their registration for the fall and spring semesters; failure to do so may result in a cancellation of registration.

ADVANCED PLACEMENT

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of "3", "4", or "5" on the examinations entitle students to *at least one course credit.* Each department will determine the specific amount of credit to be awarded. Grades of "1" or "2" do not entitle students to credit.

INTERNATIONAL BACCALAUREATE PROGRAM

Students who have successfully completed International Baccalaureate courses and taken the appropriate higher level examinations provided by the International Baccalaureate program may apply for college credit for this work. Grades of "4", "5", "6", or "7" on the examinations entitle students to at least one course credit. Each department will determine the specific amount of credit to be awarded. Grades of "1", "2", or "3" do not entitle students to credit. Students may not receive credit for both Advanced Placement and International Baccalaureate program examinations in any given department.

CREDIT BY EXAMINATION

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of the Faculty are required. Where appropriate the instructor may make requirements in addition to the examination. For a credit to be awarded, a grade of C or better must be earned on the examination, but the student's transcript will show only a Credit.

Special examination will not be allowed for courses which are usually part of pre-college curricula (e.g., elementary languages or elementary mathematics), and will not normally be allowed for a course in which the student was previously enrolled or which the student audited.

NORMAL COURSE LOAD, CREDITS, AND FULL-TIME STATUS

A normal course load is four (4) course credits per semester, but a student may choose to take any load between three (3) and four-and-one-half (4½) course credits. An overload is anything in excess of 4½ credits in a given semester*. With the permission of the advisor, a student may register for an overload if the total is not greater than five (5) course credits in any semester. In the spring semester the majority of students will enroll in 15-week courses. For those students taking advantage of our internship and off-campus programs, however, an adequate number and variety of 7½-week courses are offered. Sufficient space will be reserved in these classes to accommodate our interns and off-campus participants in the spring term, after which other students will be permitted to register for them also. Combinations of 15-week and 7½-week courses may be taken, but no more than two 7½-week courses may be taken at one time, no more than three (3) course credits in 15-week courses may be taken at the same time as one 7½-week course and no more than one course credit in a 15-week course may be taken at the same time as two 7½-week courses.

A student has full-time status if he or she is registered for at least a three course credit load (12 semester hours) per semester.

In the fall of each year, students register for a full course load for the entire year, unless they are seniors needing less than a full course load to graduate on time.

*For the tuition fee for a course overload, see page 161.

ACADEMIC STANDING

A student will be classified as a sophomore if the student has completed 7 course credits, as a junior if he or she has completed 15 course credits, and as a senior if the student has completed 24 course credits. A total of 32 course credits is required for graduation.

The record of every student is reviewed by the faculty at the end of each term, and a student who is not making satisfactory progress toward a degree will be subject to academic dismissal. In general, a student who fails three course credits in a given year or who fails a course while he or she is on academic probation may be subject to dismissal.

A student may be placed on academic probation by the Dean of the Faculty or the Academic Appeals Board as a warning that he or she is in danger of academic dismissal. Usually the student will be placed on academic probation after failing two course credits in a given academic year.

ACADEMIC HONESTY STATEMENT

Lake Forest College is committed to high standards of academic honesty. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of a civilized community. The integrity of academic life depends upon cooperation among students, faculty, and administrators.

For a detailed description of the "Statement on Academic Honesty" (i.e., the responsibilities of students, faculty and staff and the composition and charge of the Academic Honesty Judicial Board), see the *Student Handbook,* Section V.

GRADES

The College employs an A, B, C, D, F grading system. The A grade is awarded for work of clearly outstanding quality. The B indicates "superior", C "satisfactory", D "marginal". Courses in which a student receives a D grade normally count toward graduation; however, no more than 20 percent of a student's Lake Forest College credits counting toward graduation may be D grades, and the departments may require a

grade of C or better in courses prerequisite to more advanced work. A course for which the D grade is received may be repeated for the purpose of improving the grade, but not for additional credit. F indicates failure. Repetition of a course will not remove the original grade, but both grades will be recorded.

With the approval of their advisor, students may choose for each course the option of receiving a notation on the transcript of "credit" to indicate a grade of C or better. With this option, grades of D, F, W, and WF would be recorded on the transcript as usual. Application for this option and for changing back to letter grades must be made before the end of the first two weeks of the semester, or before the end of the first week of classes during 7½ A or B.

Grade reports for failing, barely passing, or incomplete work are issued for all freshman students at midterm. Final grade reports are sent to students at the close of each term.

Incompletes: A student who is prevented by illness from completing the requirements of a course may, on the initiative of the instructor, receive a grade of I (Incomplete). The student must complete the appropriate assignments and deliver them to the instructor no later than the end of the first week of classes of the Spring semester if the I was received at the end of the fall semester, and no later than one calendar week after the close of the Spring semester final exams if the I was received in the Spring semester. Instructors are required to turn in the revised grade to the Registrar by the tenth day of the grace period. Extensions of the deadlines require the special permission of the Dean of Faculty. If the Registrar does not receive a revised grade by the appropriate deadline, a grade of F will be recorded in place of the I.

X Grades are awarded at the initiative of the instructor, when a student who has been doing passing work or better in a course unexpectedly fails in a final assignment. The student has the same amount of time to redo the assignment, or its equivalent, as for an Incomplete, but the revised grade cannot be higher than a D.

THE DEAN'S LIST

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. Only Lake Forest College course credits are counted. To be selected for this honor, a student must have received during the year at least six graded course credits, the student must have received no more than two credits on the Credit-D-Fail option, and the student must have attained a grade point average during the year of at least 3.60.

COURSE CHANGES AND COURSE WITHDRAWALS

(See page 160)

In order to change from one course to another after Registration a student must file a Change of Registration form. *If this is not done failure in the course will be recorded.*

Withdrawal from a course:

a. *Load Reduction From 4½ or Above to No Fewer than 3 Courses*
Since the normal course load is defined under the semester system as from 4½ to 3 courses, students may, if circumstances require and the academic advisor approves of the withdrawal in writing, adjust from 4½ courses (or more if the student has previously registered for an overload) to as low as 3 courses, with the following consequences: —

i. Within the first two weeks of the semester course, or within the first week of a 7½ week course, the withdrawal will be regarded only as a permissible change of registration. Only the courses in which the student remains registered will appear on the transcript.

ii. In a 15-week course after the end of the second week, but before the end of the eighth week, or in a 7½-week course after the end of the first week but before the end of the fourth week, withdrawal of this type will result in a W on the transcript (unless medical withdrawal is authorized — see page 36).

iii. After the end of the eighth week of a 15-week course or of the fourth week of a 7½-week course, withdrawal will result in either a W or WF depending on the instructor's evaluation of the student's progress. No student may withdraw from a course after the last day of classes (i.e., during the exam week).

All such withdrawals, although falling within the normal load range, will be reviewed as a matter of course by the Dean of Faculty before being processed by the Registrar. **There are no refunds for reductions within the normal course load.** *Failure to withdraw officially from any course (including physical education) in which a student is officially registered will result in the recording of a failing grade in that course.*

b. *Reduction of Load to Less Than 3 Courses*
A full-time resident student will not normally be permitted to reduce his or her course load to less than 3 course credits in any one semester.

c. *Medical Withdrawal*
If a student is advised by his or her attending off-campus physician or other appropriate off-campus health care professional

to withdraw from one or more courses (but not from the College) after the first two weeks of the semester, or after the first week of a 7½-week course, the student may apply to the Dean of the Faculty for Medical Withdrawal from the relevant course(s).

Applications of this type must be made in writing to the Dean of the Faculty and must be accompanied by the signed statements from the attending off-campus physician or other appropriate off-campus health care professional. After application has been made, students may, at the Dean of Faculty's discretion, receive a grade of MW instead of W or WF.

For course changes which do not fall within the normal full-time student range of 3-4½ course credits, please see information sheet regarding additional charges and/or refunds in the Business Office.

WITHDRAWAL FROM THE COLLEGE

A student who finds it necessary to withdraw from the College must confer with the Dean of Students and file a withdrawal form. Failure in courses will be recorded for a student who does not withdraw in this manner. Rules governing refunds to students who withdraw are discussed in the section, College Expenses. The actual date of withdrawal is the date on which the withdrawal form is filed with the Dean of Students Office.

MEDICAL WITHDRAWAL FROM THE COLLEGE

Students may apply to the Dean of Students requesting permission to withdraw for certifiable medical reasons. The notation MW (Medical Withdrawal) is to be allowed only where the Dean of Students judges that serious illness (i.e., illness for which the student is placed under the care of an off-campus physician or other appropriate off-campus health care professional) requires the student to leave the College for proper treatment and convalescence.

Application for Medical Withdrawal must be made as soon as is practical after the attending off-campus physician or other appropriate off-campus health care professional recommends withdrawal. Such application must include a letter from the physician or other appropriate off-campus health care professional explaining (a) the reason for the student's withdrawal and (b) specifying the date at which the student came under his or her care for that illness.

Financial consequences of Medical Withdrawal are the same as those for Withdrawal from the College. See College Expenses, page 160.

LEAVES OF ABSENCE

A student who wishes to be on leave of absence may request from the Dean of Students a leave for a minimum of one-half an academic year and a maximum of one academic year as long as a $100 credit balance is established with the Business Office. A refund of the credit balance is available for students on leave who thereafter withdraw if notice is given prior to July 15 (for leaves due to expire in September) or December 1 (for leaves due to expire in January) and the student has not participated in room draw or preregistration. Academic dismissal will cancel a leave of absence already approved, and a student on leave will be allowed to return without further review of status if at the time of return he or she is in good standing according to the standards then in force. Credit to be transferred for work done at another institution must be approved by the student's advisor, the Registrar and, in the case of foreign study, by the Academic Appeals Board.

Any financial deposit or financial aid deadlines which apply to students currently enrolled apply as well to students on leaves of absence.

COURSE AUDITING

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is $275 per course. Examination for course credit will not be permitted in an audited course.

CLASS ATTENDANCE

Because classroom activities are intended to assist students in the learning experience, it is expected that they will attend class sessions. Each member of the faculty has the prerogative of establishing specific attendance regulations which, in his or her opinion, are best suited to the course.

REQUIREMENTS FOR GRADUATION

A total of thirty-two course credits is required for graduation. Of these at least eight, but not more than fifteen, must be taken in the student's major field. No student may take more than fifteen credits in any discipline. If a student chooses an interdisciplinary major in place of a departmental major, more than the minimum of eight may be required, but the upper limit of fifteen still applies with respect to the courses

within one discipline. It is required that twelve of the last sixteen credits be Lake Forest College credits and it is required that the last four credits, with the exception of credits earned during internships, be earned on campus. A grade of C or better must be earned in at least eighty percent of the Lake Forest course credits counting toward graduation. Exceptions to these rules can be granted only by the Academic Appeals Board.

The requirement that a grade of C or better be earned in eighty percent of the Lake Forest College credits counting toward graduation applies only to those courses taken in the fall of 1980 or later.

While no specific distribution of courses is required within the electives outside the major, students are urged to choose their courses carefully, keeping in mind that breadth of background as well as concentration in one field of interest are essential ingredients of a liberal arts education. Certain courses require proficiency in mathematics and/or foreign languages. All students are expected to have competence in the use of the English language and to exhibit it in all their oral and written work.

GRADUATION WITH HONORS

Graduation with Honors at Lake Forest College may be achieved in two categories: the grade point average (GPA) and/or the student's major field.

The category for general honors at graduation will consist of *summa cum laude* for GPA's from 3.9 to 4.0, *magna cum laude* for GPA's from 3.7 up to 3.9, and *cum laude* for GPA's from 3.4 up to 3.7. *See Lake Forest College Student Handbook* for complete requirements and details.

The category for specific honors at graduation in the student's major field is based on a clear demonstration of superior mastery of the subject, and on the ability to do outstanding scholarly work on a senior thesis, as judged by the examining committee. If the Senior Thesis is found to be an outstanding and original piece of research, Senior Thesis Honors will be awarded regardless of whether the student is graduating with Honors in his or her major field of study. (In exceptional circumstances a well-documented senior research project or imaginative creative project may be a substitute for the senior thesis, provided members of the departments involved give their unanimous approval.) See *Lake Forest College Student Handbook* for complete requirements. The 1985 graduates who received Honors in the categories are listed on page 182.

PRIZES AND AWARDS

The College community honors and rewards the outstanding achievements of its students and faculty by acclaiming them in public and by awarding them significant prizes at its annual Fall and Spring Convocations.

In keeping with the dignity and College-wide importance of the Convocations, only the most outstanding achievements are to be honored in this way. Prizes are not awarded to the best students in a given graduating class, but to those students who have proved themselves genuinely outstanding by absolute rather than relative standards. Each prize is to be a distinguished and valuable reward commensurate with the occasion and with the prize-winner's achievement.

Such distinction and value are embodied particularly in the prizes endowed and donated by friends and alumni of the College to perpetuate their ties to the academic community. These awards, presented at the Fall and Spring Convocations, collectively express and celebrate not only intellectual and personal excellence but also the special, enduring relationship between present and past generations of Lake Forest College. Outstanding students in academic areas for which there are no endowed or donated prizes are honored out of the College's own prize fund for graduating seniors.

Awards and prizes other than those referred to above are presented at departmental gatherings or at chapter meetings of the respective honor societies.

The endowed and donated prizes are: the McPherson Prizes given in English, philosophy, foreign languages, and dramatics; the Fredericka L. Stahl Awards are presented for excellence in the natural sciences. The Phi Beta Kappa Senior Thesis Award is given for outstanding scholarship in a senior thesis. Lettermen Awards are given to the most outstanding scholar-athletes. The College also offers the Harold Bartlett Curtis Prize in Mathematics, the Sterling Price Williams Prize in Psychology, the Solly A. Hartzo Award in Politics, the Richard Watson Hantke Award in History, the Peterson Award in Economics, the Gail DeHerder Prize in Creative Writing, The Scott Award in Religion, The Angela Knott Butler Prize in Studio Art, The Senior Prize in Art History, the H. Murray Herlihy Economics Prize, The Senior Prize in Computer Studies (donated by the Women's Board of the College) and the Nicholas J. Wasylik Senior Athletic Award. The Edward H. Oppenheimer Memorial Prize is awarded each year to the senior man and woman judged to have contributed most to the college community, while the newly endowed Peter C. Clute Award recognizes outstanding character. The Jacob Wardwell Edwards Prize is presented to the freshman demon-

strating outstanding qualities of leadership. The Emma O. Haas awards honor the students who have completed all of their course work at Lake Forest College and who have compiled the best all-around academic records in the sophomore, junior and senior years. The Tamara Lee Wefler Award is presented annually to a senior whose spirit and character have encouraged the acceptance of a diversity of values and a sensitivity toward the welfare of others. A list of the 1985 senior award recipients is on page 184.

PHI BETA KAPPA

Phi Beta Kappa is a national honorary scholastic society open to men and women with superior achievement records. Selection is based upon faculty recommendations, grade records, and the breadth of the student's overall program. The Lake Forest College chapter is Theta of Illinois. Both faculty and students are members. See page 182 for the 1985 Phi Beta Kappa graduates of Lake Forest College.

MAJOR ENDOWED SCHOLARSHIP FUNDS

See page 175 for a list of the Major Endowed Scholarship Funds and the 1984-85 recipients. All scholarships require demonstrated financial need.

Lake Forest College Courses of Instruction, Majors and Degree Programs

One of the following abbreviations, appearing immediately after the course title throughout the catalog, indicates the semester the course is offered:

F-Fall
S-Spring
S(A)-Jan. 14-March 3, 1986
S(B)-Mar. 17-May 1, 1986

Freshman Studies and Special Interest Courses

All departments of the College offer courses of an introductory nature which are intended primarily for freshmen and which are listed and described under the various departments. All courses designated at the 100 level are recommended for freshmen, and many courses at the 200 level are open to freshmen without prerequisites or special permission. In addition, the College offers a number of courses or sections of courses which are open only to freshmen, and which are smaller in class size than most regular courses, to allow for more concentrated instruction, and to facilitate discussion. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, oral communication and basic mathematics. The College recognizes the importance of good communication skills and of maintaining good standards in the written work which is a part of course requirements in all departments of the curriculum.

Basic writing skills are the main topic in English 100 (Freshman Composition); written composition and critical reading are also heavily emphasized in the courses known as Writing on Special Topics. Freshman Seminars emphasize research and discussion, and are suitable for students who already feel more confident of their writing skills. Mathematics 100 is for students who have had less than three years of high school mathematics; a placement examination will be offered during freshman orientation and is required for enrollment in Mathematics 100. An additional college resource, important for freshmen, but open to all members of the college community, is the Writing Center, with Ms. Grisham, Director, and student tutors. The Writing Center administers the writing placement test during freshman orientation, by which students can assess with their advisors whether or not they would benefit from taking English 100, or Writing on Special Topics, or a Freshman Seminar, at some point during the freshman year. More important,

the Writing Center, which is located in the Donnelley Library, offers tutoring in writing, at all levels of difficulty and for all disciplines. Students may enroll for credit on a long-term basis (English 101), or for non-credit tutoring for varying lengths of time.

N.B. All the following courses are for credit; none are required courses.

ENGLISH 100 FS Staff

English 100 is a composition course for freshmen and other students who need practice in writing effective expository and argumentative prose. The emphasis in the course is placed on methods of developing unified and coherent papers as well as on grammar, usage and other fundamentals of English. The course will also help develop the student's critical reading ability, offer guidance in the use of the library's resources, and provide individualized aid for writing assignments which students in the course may be preparing for their other classes. To continue to improve writing skills after completing English 100 a student might enroll at the Writing Center for regular or periodic conferences either with the Director of the Writing Center or with an experienced upperclassman writer as a peer tutor. The Director of the Writing Center may recommend taking a tutorial for credit to build on the progress made in English 100.

MATHEMATICS 100 F Miss Bopp

Basic numerical skills are important for study in many areas, including statistics, computer science, economics, and the physical sciences. Mathematics 100 is a course in elementary algebra, *intended only for students who have had less than three years of high school mathematics,* and who wish to prepare themselves for further quantitative types of study, either in the Math Department or in other areas. Such topics as radicals, complex numbers, relations and functions, solutions of systems of equations and inequalities, and the quadratic function, will be studied in detail.

FRESHMAN SEMINARS

In a freshman seminar, a small group of students, led by one or more faculty, explores a broad issue in human nature or culture from various intellectual perspectives. Each seminar has an enrollment of twelve to fifteen students and places special emphasis on student participation in discussion, on oral and written presentations during the seminar, and on the development of research techniques and analytic skills. Participants should have already demonstrated basic competence in writing.

105 THE OCEANS F Mr. Louch

Covering over 70% of the earth's surface, the oceans constitute perhaps the most important single factor in our terrestrial environment, profoundly affecting climate, communication, food supply, national identities, and the human imagination. In this seminar, with the help of various faculty members from different disciplines, we will study the oceans' past and present role in the earth's ecology and in human culture. Among other things, we will examine them as an environment in themselves, as makers of the world's weather, as a creative stimulus for writers, artists and musicians and as a focus of international conflict and cooperation.

109 I, TOO, SING AMERICA: A SOCIAL PSYCHOLOGY OF RACE AND DIVERSITY S Mr. Behling

Taking its title from the Langston Hughes poem, this seminar will investigate psychological aspects of Black-White race relations in America. What are some of the opportunities and obstacles to our joining with Hughes in feeling about ourselves, "They'll see how beautiful I am ... I, too, sing America"? In addition to the study of racial diversity, attention will also be directed toward other important psychosocial differences — including other ethnic, sexual, and religious differences. Topics include intergroup and interpersonal communication, cooperation, conflict, defensiveness, attraction, and prejudice. Psychological theories about these topics will be emphasized, but the seminar will draw heavily on interdisciplinary perspectives (e.g., history, politics, biology, literature, economics, etc.). Diversity in the seminar participants themselves — faculty, students, and guest lecturers — will be an important resource for the seminar.

110 MEDIA AND VALUES F Mr. Krantz

We live in a world of media claims, whether

from television, movies, newspapers, etc. Many make explicit statements about values, like "making it to the top is important", or "staying cool is the way to be". Others are more subtle but nevertheless effective. Through the viewing of films and television programs and the reading of critical writings on media and values, we will study ways in which our values have been shaped and on what bases those values can be justified.

111 WORLD WAR II: THE EUROPEAN EXPERIENCE Ms. Gayle

World War II is part of American folklore, but we have only a limited sense of the war's impact on Europe, the place where the war began in 1939 and where the consequences were most immediately felt. The story of the war in Europe includes many strands: German expansion that radically redrew national boundries, expropriated property and uprooted whole groups of people; heroic wars of national survival, for instance of Great Britain and Soviet Russia; collaboration by many, for idealistic or practical reasons, with Hitler's New Order; anti-fascist resistance movements that united conservative nationalists, democrats and communists in the name of principles each group understood differently; all overshadowed by the incomprehensible horror of the Holocaust. By 1945 Europe had changed so much that it was impossible to return to 1939, but increasing conflict among the Allies about the kind of Europe which would emerge from World War II produced a Europe divided politically and militarily and by economic and social system. The strands of the story of World War II in Europe will be seen in readings that can range from general historical surveys or special studies such as Dawidowicz's *The War Against the Jews*, through the eloquent prose of Churchill to fictional accounts. Seminar meetings will be based on discussion of common readings and of short papers written each week by some seminar members.

112 BIOLOGY, PUBLIC POLICY, AND EFFECTIVE POLITICAL ACTION S Ms. B. Hansen

In 1985, scientists are planning the first trials of gene engineering in humans. By 1986 these plans are likely to become reality as physicians attempt to correct debilitating genetic diseases by introducing "good" copies of defective genes. Are we ready to accept such "tinkering with our genes"? Whose values will guide the uses to which this technology is applied? How can an individual or group affect public policy in these areas? In this seminar we will consider issues such as these in areas of biology, like genetic engineering, which are currently controversial.

113 SUBURBS F Mr. Ebner

"Suburbs" approaches its subject through the disciplines of history, literature, politics, sociology, and film; Classroom sessions and field study in metropolitan Chicago; Guest speakers from suburban governments. Comparisons will be drawn with suburbs elsewhere in the United States and other nations. Special emphasis will be devoted to the North Shore suburbs, a network of eight communities, including Lake Forest, established between 1857 and 1896. The instructor is completing a book entitled *A Sense of Place: Chicago's North Shore Suburbs.*

WRITING ON SPECIAL TOPICS

These courses, which may be interdisciplinary or departmental, are designed to help freshman students improve their writing, critical reading and research skills, but unlike English 100 they are focused on a topical theme, each course allocating roughly half the time spent in class to lectures and discussions about the subject matter and the other half to instruction and guidance in writing. Class size is limited to 17. Writing on Special Topics may or may not count toward a departmental major, depending on the department offering the course.

Although these courses are limited to Freshmen, upperclassmen may enroll under special circumstances. They should consult with the Director of the Writing Center for permission.

103 THE INDUSTRIAL REVOLUTION IN FACT AND FICTION F Mr. Moodie

The Industrial Revolution transformed the face of English society and raised numerous issues about how the new wealth and power, the new industrial towns and the factory workers were to be dealt with. It launched a great debate about the condition of England. Students will discuss and write about different views of the impact of the Industrial Revolution. The reading will include selections from such writers as Marx, Malthus, Dickens and Gaskell. (Also listed as History 103.)

105 AMERICAN MUSICAL THEATRE IN PAST AND PRESENT F Mr. Kirby

A study of representative musical comedies, operettas and related works which will provide topics for papers by students. Emphasis will be placed on relationships to political, social and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are: *The Desert Song, Show Boat, The Three-penny Opera, Porgy and Bess, Oklahoma!, South Pacific, My Fair Lady, A Little Night Music,* and others. The course will also work with word processing. (Also listed as Music 105.)

107 LOVE IN LITERATURE AND SOCIETY F Mr. Gray

The literary depiction of love is in one way or another determined by the society in which the writer lives. There may be an attempt to portray love in a manner compatible with the mores of a society, on one hand. On the other hand, a writer may feel the compulsion to flout a society's mores in the treatment of the love theme. This course will deal with the treatment of love by authors from classical antiquity to our time, and it will afford the student the opportunity to treat the selected works critically in discussion and writing. Erich Segal's *Love Story,* William Shakespeare's *Romeo and Juliet,* and Gottfried's *Tristan* are three of the works that will be read. And in addition to critical writing, the students perhaps will write love poems of their own.

210 OBSERVING THE SCHOOLING PROCESS F Mr. Tierno

An introduction to the teaching-learning process from pre-school through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus will be placed upon developing competencies in educational library research and writing skills. (Also listed as Education 210.)

211 IMAGES OF WOMEN IN FILM F Ms. Shrage

The topic of this course is the changing stereotypes of women in film from the early 1900s to the present. Students will view a number of feature length films drawn from different periods and genres, and discuss, read and write about the broader social issues they raise. We will be primarily concerned with the genre known as "the woman's film", and with comparing styles of actresses from different eras. Special attention also will be paid to the work of feminist film critics.

SOPHOMORE HONORS SEMINAR

Each year an interdisciplinary honors seminar is taught on the sophomore level. The seminar is designed for Lake Forest sophomores who are prepared for a more than usually demanding and challenging academic experience, who want to read certain classics of the tradition of western thought in a seminar format in which they, rather than the instructor, are primarily responsible for generating the topics for discussion at each class-meeting. Enrollment is limited to fifteen students and requires permission of the instructor.

250 THE HUMAN CONDITION AS REBELLION AND OBEDIENCE F Ms. Kurtz

This Seminar course will study our confrontation and conciliation with the divine, the natural, the social, and the artistic orders. Readings will range from the Bible to twentieth century writings, including such authors as: Sophocles, Plato, Luther, Paine, Freud, Arendt, Thoreau, Gandhi, and Orwell.

THEATRE

Louise C. Mason (Director of Theatre): Acting, Theatre History, Playwriting.
Ellen E. Jones (Technical Director/Resident Designer): Technical Direction, Scenery, Lighting and Costume Design.

The theatre program is performance oriented and largely extra-curricular. Guided by a faculty committee, the program is highlighted by professional instruction and direction, including an on-campus Director of Theatre, Technical Director, and professional guest artists. A wide variety of classic, contemporary and original productions are presented in the recently remodeled, fully equipped Allan Carr Theatre in Hixon Hall. This unique and intimate showcase for performing arts adapts to proscenium, arena, thrust and experimental staging configurations. A center for campus theatre activity, Hixon Hall provides a home for the Garrick Players productions, studio performances, classroom labs, professional shows and workshops.

The season of productions — open to all students — is managed and staffed by the Garrick Players, an extra-curricular student organization. Experience in all aspects of theatre is offered: acting, directing, playwriting, designing, costuming, lighting, stagecraft and publicity.*

Although a major is not offered, the theatre program provides professionally taught workshops in addition to the courses in theatre practice. In coordination with Garrick Players productions, creative project credit is available for in-depth, specialized study in directing, playwriting, designing, stage managing, advanced acting projects, etc. Credit is available through internships with local professional theatres, and students also enroll in a full range of theatre and dance courses at neighboring Barat College through cross-registration.

In addition, there is a local chapter of Alpha Psi Omega, the national dramatics honorary fraternity. It serves to honor scholastically outstanding upper-class students who have shown superior accomplishment in dramatic arts at Lake Forest College.

210 FUNDAMENTALS OF TECHNICAL THEATRE F Ms. Jones

An introduction to design and technical theatre. Students learn the fundamental elements of scenery and lighting and apply these basic principles to design problems for various types of staging. Emphasis is on design projects and practical work.

220 FUNDAMENTALS OF ACTING S Ms. Mason

The basic Stanislavski acting method is studied and practiced through interpretive and physical exercises, monologues, and scenes. The work culminates in final project scenes. No prerequisite.

*Also see "Theatre — The Garrick Players", page 144.

230 THEATRE HISTORY: GREEKS TO SHAKESPEARE

History of the theatre, from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London. Emphasis placed on acting styles, production techniques, stage and auditorium architecture, and sociopolitical milieu that formed the foundation of the theatre of each culture and period. No prerequisite. (Not offered in 1985-86.)

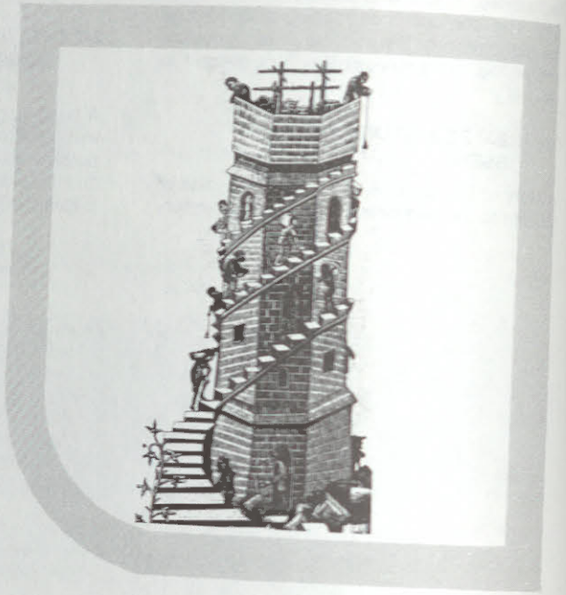
231 THEATRE HISTORY: MOLIERE TO IBSEN

History of the theatre, from the comedies of Molière to the beginning of twentieth century realism in the productions of Ibsen and Chekhov. Exploration of public versus private theatre, conventions of acting and stagecraft practices, and cultural trends that influenced each period's theatre. No prerequisite. (Not offered in 1985-86.)

242 CREATIVE WRITING — PLAYWRITING AND SCREENPLAY WRITING F Ms. Mason

A beginning course in the craft of dramatic writing. Problems of writing for stage and screen will be studied. Group discussions and individual conferences. (Also listed as English 242.)

Interdisciplinary Majors and Sequences



INTERDISCIPLINARY COMMITTEES

In lieu of a major in one academic discipline, a student may choose to concentrate in an interdisciplinary field of study. A student who wishes to elect one of these concentrations should confer with the chairperson of the appropriate committee. The interdisciplinary concentrations offered are:

American Studies

Mr. Milne (Chairperson), Mr. Zilversmit, Mr. A. Miller, Mr. C. Miller

Students wishing to expand beyond the limits of the traditional disciplines will find in the American Studies program a range wide enough to meet their interests. By providing an interdisciplinary approach to the study of a single culture, the program searches for an understanding of the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature and political institutions of the United States, and chooses, according to his or her interest, additional studies among the allied fields of art, economics, music, philosophy, religion and sociology. Since the aim of the program is not merely for the student to collect course offerings from the various departments, but for the student to be able to synthesize the entire American experience through his or her own work, independent study is an important part of the American Studies Program.

The major consists of the following courses: one of the series American Studies 210-220 (Introduction to American Studies, e.g., the 1890's, the 1930's, the 1960's, Thomas Jefferson,

American Portraits, Nature in American Life); History 365 (American Thought); American Studies 480 (Senior Seminar); a course in American politics; an additional course in American history; a course in American literature; a course in American music or art; and five additional courses selected by the student with the approval of his/her advisor from among those courses taught at the College which have an American emphasis. These additional courses will include independent studies and a senior thesis where appropriate.

215 INTRODUCTION TO AMERICAN STUDIES: REGIONS OF AMERICA
S Mr. C. Miller, Mr. Milne

A study of New England, Appalachia and the Great Lakes area as offering definitions of America based on a sense of place. The diverse contributions of these regions to the American experience will be analyzed by means of the multi-disciplinary (e.g., literary, political, social, economic) approach of American Studies.

480 SENIOR SEMINAR S

Research seminar; readings, oral reports; a major research paper is required.

Area Studies

Mr. Van Hoey (Chairperson), Mr. Handler, Mr. Smith.

This major serves students whose intellectual curiosity or vocational orientation (foreign service, business overseas, teaching, international organizations, governmental or para-governmental institutions concerned with population, nutrition, conservation, health, crime, etc.) would be furthered by the study of regions and countries outside the United States. It also opens for the student exciting possibilities of cross-disciplinary work in social science, and the achievement of a rich understanding of a society by study of its history, political economy, and culture.

Individually tailored study plans, combining courses and independent study (tutorials and research), can take many forms, but in every case require three papers. These papers are to be in-depth studies of topics chosen from three of the following fields of emphasis: the culture and religion; the history; the social structure and the economy; and the political life of the chosen area.

Present faculty and library resources are particularly favorable for studies on Africa, Latin America, Western Europe (France, Germany, the Netherlands, Switzerland), the Soviet Union and Eastern Europe. Faculty guidance is also available for interests in Israel, Japan, and Spain. Students who wish to examine the options which are open to them at present will wish to talk with the chairperson of the committee as a first step toward outlining proper study plans.

Behavioral Sciences

Mr. Glassman (Chairperson), Mr. Tierno, Mr. Van Hoey

The Behavioral Sciences Committee is particularly aware of the fact that most areas of a liberal arts curriculum are concerned in some way with elucidating human behavior. We are available to assist those who wish to undertake a deliberate examination of this broad issue or who wish to study any aspect of it. In addition to the possibility of guiding an official major in Behavioral Sciences, we want to help those who choose the usual disciplinary majors to find courses relevant to their interests, to contact professors with similar interests, to find relevant material, etc., outside their major discipline. While the committee is particularly interested in developing individualized plans for study, we make the following suggestions for possible interdisciplinary study and invite discussion of specific course sequence and independent study options: communication and language, nonverbal communication, human biological and social evolution, ethology and sociobiology, general systems theory, logic and method of social scientific investigation, comparison of humanistic with scientific inquiry, cybernetics and human-machine relationships, social impact of modern technology, or the relationship between schooling and social-emotional development of children and youth.

A major in Behavioral Sciences requires at least 8 courses, the program to be designed in consultation with the committee. One of these must be a course in scientific method, e.g., Psychology 220 or Sociology and Anthropology 310. A course in statistics is recommended,

e.g., Mathematics 150 or Psychology 420 or Economics 330. Majors will be asked to hand in, for approval, a brief progress report and restatement of plans each year.

250 SEMINAR ON THE FAMILY

This course provides students with an in-depth view of the family unit drawing from the disciplines of anthropology, art history, psychology, and sociology. Readings and class discussions will focus upon the evolution of the family unit; the development of the modern Western family structure; the changing conceptions of the family as reflected in a range of art forms; the family as a unit of socialization; the relationship between the economics and the sociology of family life; and the family as an arena for individual personality development. (Not offered in 1985-86.)

390 AGGRESSION (JUNIOR-SENIOR INTERDISCIPLINARY SEMINAR) S Mr. Glassman

How long is our future? The problem of human aggression is today's most threatening issue — and one of the most interesting issues. The nuclear arms race, the population explosion and attendant famines, and political instabilities in many corners of the world challenge us. We are challenged in more immediate ways by violence in the media and in public places, and by personal competitions and conflicts. In this interdisciplinary junior-senior level seminar students will bear the primary responsibility for building upon their own relevant prior work, and for sharing that work with the others in the seminar. For example, a term paper or readings from other courses might be the starting point of the main project for this seminar.

During the first two meetings we will organize the term. A tentative plan is as follows. First third of the term: (a) Broad perspectives. Readings and discussion of some sweeping evolutionary and historical theories, as in Konrad Lorenz's *On Aggression* and Paul Colinvaux's *The Fates of Nations*. (b) Individual and small group conferences on projects. Middle third of the term: Brief presentations of work in progress, and further discussions about this or our shared readings. Final third of term: Seminar members' oral and written presentations of projects; group discussions, and final revisions of projects. Individuals may wish to invite other students or faculty to their presentations. **Prerequisite: Junior or senior standing and any two courses in each of (1) natural sciences or mathematics, (2) social sciences, and (3) humanities.** It will be helpful if some seminar members have taken S & A 225, "War" or Politics 345/Religion 301, "Waging Peace in the Nuclear Age." Other relevant courses at the College include those on the Civil War, the Vietnam War, World War II, and the Holocaust, but it is anticipated that seminar members with varied backgrounds will find a wide variety of ways to contribute.

Comparative World Literature

Mr. Greenfield, Ms. Grisham (Chairpersons), Mr. Garneau, Mr. Gray, Ms. Warehime

Students whose interest in literature reaches across traditional academic disciplines and barriers of language, may plan a substantial major program of studies in comparative world literature around a field of concentration of their own choice. The variety of offerings in comparative world literature, foreign literatures, and English permits a wide range of possible topics (The old world; medieval literature; narrative genres; Modernism; literature and society; literature and the other arts; others). Each student will be assisted by faculty in developing a viable, balanced program to suit her/his interests and purposes.

The courses offered in CWL may be chosen as electives to complement major programs in English, one of the foreign literatures, or other disciplines. For general information regarding the program or individual courses, consult any member of the CWL committee and teaching faculty. Advising of majors: Mr. Greenfield, Ms. Grisham.

Prerequisites for the CWL major: 210 level in a foreign language (normally completed during the junior year, with a grade of "C" or better), or equivalent. Major program (eight courses): CWL 100, normally taken during freshman or sophomore year; English 206 or 300 (or Religion 201 or 202); two courses in foreign language literature beyond 210; one course in literature in translation approved by the program advisor; two courses focused on a period, movement, genre, author, or literature and other disciplines, normally chosen from offerings in CWL,

foreign language literature, and English; and CWL 400. Courses must be completed with a grade of "C" or better, to be applicable to the major.

Recommended Electives: Students are urged to study a second foreign language at least through 112. A variety of suitable courses to complement the student's chosen area of concentration are listed elsewhere in the Bulletin. The following courses are especially recommended: History 235 (History and Literature); History 236 (Literature, Society and Dissent in Russia); History 279 (Psychohistory); History 331 (Age of Enlightenment); History 340 (Mass Media, Culture and Society); Philosophy 115 (Introduction to Continental Existentialism); Philosophy 230 (Philosophy and Literature); Philosophy 260 (Aesthetics); Religion 201 (Biblical Heritage: Myth, Legend and History): Religion 202 (Biblical Heritage: Prophets and Teachings); Ancient Med. Civ. 201 (Ancient Greece: Life, Thought and the Arts); Linguistics 101 (Linguistics and Literature); Sociology and Anthropology 350 (Language and Culture), Theatre 230 and 231 (Theatre History). Tutorials in New Testament Greek and Latin Language and Western Religions are offered by Mr. R. Miller, Department of Religion (Greek, Fall 1985.)

Please Note: All CWL courses are taught in English.

100 INTRODUCTION TO COMPARATIVE LITERATURE F Mr. Gray

Introduction to the scope and methods of Comparative Literature through the study of selected works from a wide range of periods and national literatures. Topics include genre, theme, movements, cross-cultural influences, literature and other disciplines (history, philosophy, the fine arts, biology), problems in translation, and the linguistic approach to literary texts. Fundamentals of literary interpretation and critical writing are an integral part of the course. Several papers are required, the first one to be rewritten after corrections.

101 LINGUISTICS AND LITERATURE

(Cross-listed as Linguistics 101. Not offered in 1985-85.)

200 THE MIDDLE AGES AND THE RENAISSANCE (ENGLISH LITERATURE I) FS Ms. Cowler, Ms. Ross

The first of the three-term sequence in the English tradition, in which such major figures as Chaucer, Shakespeare and Spenser are seen against the background of the literature of the two periods. (Cross-listed as English 200.)

201 THE NOVEL AND THE IMAGE OF SOCIETY

(Not offered in 1985-86.)

202 CONTEMPORARY SPANISH-AMERICAN NARRATIVE IN TRANSLATION

(Not offered in 1985-86.)

203 MODERN MASTERS OF GERMAN LITERATURE S Mr. Gray

The identity crisis of early twentieth century Europe reflected in the works of famous writers in the German language: Hesse, Kafka and Mann. Study of selected works (including *Steppenwolf, Metamorphosis, Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussions and papers are in English. (Cross-listed as Foreign Languages, Literature in Translation 203.)

204 PENINSULAR SPANISH LITERATURE IN TRANSLATION

(Not offered in 1985-86.)

206 WORLD LITERATURE I: MASTERPIECES OF LITERATURE, ANCIENT AND MEDIEVAL

(Not offered in 1985-86.)

208 WORLD LITERATURE III: EUROPEAN CLASSICS OF THE LATE 18th AND 19th CENTURIES S Mr. Greenfield

Readings in such major Romantic and early "modern" authors as Goethe, Lermontov, Constant, Chateaubriand, Dostoevsky, Strindberg, and others. (Cross-listed as English 208.)

215 MYTH AND LITERATURE

(Not offered in 1985-86.)

221 CONTEMPORARY LITERATURE F Mr. Greenfield

A study of the literature of the last thirty years, including such authors as the Beat Poets, the New Journalism, absurdist drama and black humor fiction. (Cross-listed as English 221.)

222 INTRODUCTION TO FOLKLORE S
Mr. Greenfield
An introduction to various kinds of folklore — fables, riddles, tall stories, fairy tales, trickster tales, legends, folk songs, superstitions and magic formulas — and an exploration of present-day literary and popular use of folklore. (Cross-listed as English 222.)

223 LITERARY TYPES AND TRADITIONS: SHORT STORY
(Cross-listed as English 223. Not offered in 1985-86.)

228 INTRODUCTION TO FILM STUDIES F
Mr. Orr
Introductory course in film studies that examines structure and technique. Readings and discussions about particular films will emphasize how films communicate; how they achieve their dramatic purpose. (Cross-listed as English 228.)

300 MEDIEVAL STUDIES: THE CHAUCERIAN AND ARTHURIAN TRADITIONS S Ms. Ross
This course will consider two overlapping traditions of medieval narrative: The courtly romance culminating in Malory's *Le Morte D'Arthur*, and the realistic or bourgeois narrative characteristic of Chaucer. Readings will also explore the continental roots of the English masterpieces, including selections (in translation) from Boccaccio, Chretien de Troyes, and *The Romance of the Rose*. Prerequisite: English 200. (Cross-listed as English 300.)

302 THE GERMAN NOVELLA
(Cross-listed as Foreign Languages, Literature in Translation 302. Not offered in 1985-86.)

320 MODERN DRAMA
(Cross-listed as English 320. Not offered in 1985-86.)

321 MODERN FICTION S Mr. Milne
An exploration of modern fiction as it has developed in the late 19th and 20th centuries — including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. (Cross-listed as English 321.)

326 INTERDISCIPLINARY STUDIES: THE ADOLESCENT IN FICTION
(Not offered in 1985-86.)

350 LANGUAGE AND CULTURE F
Mr. Handler
The relationship of language and culture has long been a crucial issue in the study of human societies and human thought. To what degree does language serve as a base for culture and for thought itself? How is language use related to social context? This course considers these questions through relevant works in anthropology and sociolinguistics. Prerequisite: one introductory course in S/A, or in Linguistics, and Junior or Senior standing, or consent of instructor. (Cross-listed as Linguistics 350 and as Sociology/Anthropology 350.)

400 COMPARATIVE LITERARY THEORY AND PRACTICUM FS Staff
(Senior tutorial; offered as needed.)

LITERATURE IN FOREIGN LANGUAGES
See offerings in French, German and Spanish.

WORLD LITERATURE, PERIODS, MOVEMENTS, GENRES AND AUTHORS
The following courses, offered in the English Department, satisfy the period, movement, etc. requirement for Comparative World Literature majors: English 200 (Middle Ages and Renaissance); English 201 (17th and 18th Centuries); English 207 (European Classics of the Renaissance and Enlightenment); English 220 (Shakespeare); English 225 (Women Writers); English 301 (Renaissance: Age of Experiment); English 302 (John Donne and His Contemporaries); English 303 (Age of Satire); English 304 (Romantic Period); English 305 (Victorian Literature); English 322 (Modern Poetry); English 328 (Special Topics In Film), English 450 (Theory of Literature). See English Department listing for above course descriptions.

Environmental Studies

Mr. Louch (Chairperson), Mr. Thompson, Mr. Moodie

Interest in matters related to the health of our global environment has created a need for persons with broad backgrounds and training in the environmental sciences and allied areas such as politics, economics, mathematics, and sociology. The Environmental Studies curriculum is designed to fulfill these needs by exposing the student to a variety of required experiences while maintaining flexibility in personal program planning through a number of elective offerings.

An interdisiciplinary concentration in Environmental Studies should include the following courses: Biology 151 (Cell Biology), Biology 152 (Plant and Animal Biology), Biology 153 (Population Biology); Chemistry 110 and 111 (General Chemistry); Economics 110 (Principles of Economics); Mathematics 150 (Introduction to Probability Theory & Statistical Inference) or Economics 230 (Economics Statistics); Computer Studies 111 (Computer Programing I); and one course in Politics above the introductory level to be determined in consultation with the Environmental Studies Committee.

In addition to the required courses, the student should elect at least five additional courses to satisfy the major. To ensure a depth of experience in at least one area, four of these courses must be taken in a single discipline, i.e., biology, chemistry, politics, etc. (freshman or introductory level courses cannot be counted). These courses are to be selected with the approval of the Environmental Studies Committee; examples of such courses are contained in the following list: Biology 261 (American Forest); Biology 220 (Microbiology); Biology 345 (The Insect World); Biology 361 (Plant Systematics); Biology 381 (Ecology); Biology 282 (Marine Biology); Chemistry 220 (Organic Chemistry I); Chemistry 221 (Organic Chemistry II); Chemistry 300 (Biochemistry); Economics 240 (Urban Economics); and Sociology and Anthropology 340 (Demography). Minor adjustments in the program are possible but must be approved in advance by the Committee.

The use of independent studies for topics of special interest to the student also will be encouraged. During the junior or senior year or during the summer between these two periods, the able student will be encouraged to participate in an internship program (arranged by the College) with an appropriate environmental agency. A student who chooses to major in Environmental Studies must choose one of the members of the Environmental Studies Committee as his/her advisor.

Humanistic Inquiry

Mr. Hansen (Chairperson), Ms. Kurtz, Mr. Milne

The function of the committee is to guide the student in developing a program in the humanities which bridges different disciplines. For example, a student might wish to plan a program culminating in a study of the art, history, literature and philosopy of a particular period; or the study of a style, such as the baroque, as it appears in art, music, and literature; or the study of an idea, such as gravity or love.

Interested students must submit for committee approval a study plan which defines the student's interests and goals, lists relevant courses and independent study projects and suggests faculty resources. Requirements will be mutually agreed upon by the committee, the student and his principal advisor (who need not be a member of the committee). Ordinarily, application should be made no later than the first term of the junior year.

International Relations

Mr. Galloway (Chairperson), Mr. Baade, Mr. Handler, Mr. Moodie, Mr. R. Smith

A student concentrating in International Relations is concerned with the approaches by various disciplines — politics, history, economics, sociology, and psychology — to problems which are global in scope, e.g., war and peace, development and under-development, imperialism and national self-determination.

A student concentrating in International Relations will find his or her preparation excellent

background for positions in international affairs in the federal and state governments. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses are available. Furthermore, the major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Lastly, several majors each year go on to graduate school in political science, law, or business administration.

A major in International Relations must take a core set of courses which will give him or her a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation state system in Europe, non-Western history, basic models of human societies, and basic economic principles. The required courses are World Politics (Politics 340), Europe from the Old Regime to the Modern Era (History 118), Human Societies (Sociology and Anthropology 110), and Principles of Economics (Economics 110).

The completion of a foreign language through the 240 level is also a requirement for graduation.

Students must also take two courses from a specifically comparative perspective so as to become familiar with differences and similarities among different states and societies. The two courses may be selected from: Comparative Economic Systems (Economics 211), Western European Politics (Politics 210), Comparative Communist Systems (Politics 211), Third World Politics (Politics 212), Politics of the Middle East (Politics 216), African Politics (Politics 217), Latin American Politics (Politics 219), and any other comparative courses deemed suitable by the Chairperson.

Upon completion of the core courses and two comparative courses, a student must take four electives which will enable him or her to focus interest on a series of interrelated topics in preparation for the seminar. These four courses or independent studies or internships are to be chosen in consultation with the Chairperson.

345 TOPICS IN INTERNATIONAL RELATIONS F Mr. Galloway, Mr. R. Miller

Special studies on topics such as peace research and world order; comparative foreign policy. The topic for 1985 is "Waging Peace in the Nuclear Age." (Cross-listed as Politics 345 and Religion 301.)

480 SENIOR SEMINAR S Mr. Galloway

The topic for 1986 is "Global Industries"; an analysis of the oil, aluminum, computer, automobile, and pharmaceutical industries in international political economy.

Scientific Inquiry

Mr. Shively (Chairperson), Mr. Martin

The use of scientific methods and techniques shall be the basis for an investigation of a topic, whether it be scientific or humanistic. Examples of such kinds of projects might be: To explore the use of laser holography as a new art medium; the use of statistics and computer science to investigate a topic in sociology, economics, history, etc. Projects should be submitted to the Committee on Scientific Inquiry for approval.

Sequences

In addition to the interdisciplinary majors, the curriculum also includes a select group of interdisciplinary course-sequences and concentrations, in each of which a number of related courses from different departments are organized around a central topic, such as Women's Studies, and constitute a minor program of study in that field of inquiry. A student who develops an interest in one of these topics consults with the Advisory Committee in order to decide upon a suitable selection and sequence of recommended courses. Upon successful completion of the sequence, which may or may not culminate with an internship or research experience, the student has the option of having the fact recorded on the transcript.

Ancient Mediterranean Civilizations

This interdisciplinary concentration focuses on the ancient Near Eastern, Greek and Roman cultures which are the roots of our western heritage.

In addition to the courses in Ancient Mediterranean Civilizations described below, the following courses currently offered by various departments of the College are relevant to the concentration: Art 210 (Ancient Art), Art 211 (Medieval Art), English 215 (Myth and Literature), English 206 (Masterpieces of Literature), History 101 (Western Civilization), History 210 (The Ancient World), Philosophy 211 (History of Philosophy: Ancient Greece), Religion 201 (Biblical Heritage: Myth, Legend and History), Religion 202 (Biblical Heritage: Prophets and Teachings), Religion 209 (Archaeology of the Biblical World, Cross-listed as Sociology/Anthropology 209.)

A student completing six course credits in the concentration from at least four disciplines (counting Ancient Mediterranean Civilizations as a discipline) has the option, with the approval of a faculty supervisory committee, of having the fact recorded on his or her transcript. The committee also assists students wishing to shape an interdisciplinary major in Humanistic Inquiry focused on studies in Ancient Mediterranean Civilizations. See page 53 for further details.

Under the rubric of Ancient Mediterranean Civilizations four courses are offered which deal with different aspects of Ancient Greek Civilization in particular, three of which are offered in Greece: Ancient Mediterranean Civilizations 202, 203 and 204. Advisor: Mr. Cole.

201 ANCIENT GREECE: LIFE, THOUGHT AND THE ARTS S(A)* Mr. Cole, Mr. Hansen, Ms. Carr

An interdisciplinary introduction to the legacy of ancient Greece from the Homeric Age through the Classical Period. Class discussion of selections from Greek poets, playwrights, historians and philosophers, integrated with slide lectures examining the art and archaeological remains in historical context.

202-204 COURSES IN GREECE S Staff

These courses provide on-site study of the cultures of the Aegean world from Minoan through Byzantine periods as understood through ancient sites and museum artifacts examined within their geographic setting.

*7½ week course

Students normally will enroll for 2 of the 3 as the second-half of their spring semester, but may arrange to take all three plus an independent study in Greece for a full semester.

All courses are taught on an interdisciplinary basis and are cross-listed in Art, History and Sociology/Anthropology. Students may designate how to allocate their course credits among these departments, with a limit of two course-credits within any one department (in History with the department chairperson's consent; in Sociology/Anthropology contingent on prior completion of S & A 110 or 150 or equivalent introductory course.)

To be eligible for acceptance in the program, students must have at least sophomore standing, good academic records and references, and have completed Anc. Med. Civ. 201 or at least two courses in the combination of art history and ancient history or classical literature.

202 GREECE IN THE BRONZE AGE S (B: MARCH)

The Minoan and Mycenaean cultures studied through archaeological sites and museum materials on Crete and in the Peloponnese. Periods of study based in Herakleion and Nauplia, alternated with periods of group travel-study at Minoan sites on Crete, Santorini and Mycenaean sites in the Argolid and elsewhere.

203 GREECE IN THE CLASSICAL-ROMAN AGES S (B: APRIL)

Periods of study in Athens, Delphi, Corinth and Olympia, supplemented by group travel-study at other sites of the Classical to Roman periods in the Peloponnese and central Greece, and on the island of Delos.

204 GREECE IN THE BYZANTINE-MEDIEVAL AGES S (B: MAY)

Periods of study in Byzantine churches and museum collections in Athens and Salonika, followed by group travel-study to Meteora, Mistra, Nauplion, the island of Patmos and the coast of Turkey.

Black Studies

The sequence in Black Studies consists of courses in the Departments of History, Politics, Music, Psychology and Sociology and Anthropology. The courses are Freshman Seminar 109 (I, Too, Sing America:

Social Psychology of Race and Diversity), History 217 (Introduction to Sub-Saharan Africa), History 252 (Topics in Afro-American History), Politics 214 (Politics of South Africa), Politics 217 (African Politics), Psychology 117 (Psychology of Racism and Other Forms of Oppression), Psychology 480: Senior Seminar (Race and Diversity), Sociology and Anthropology 220 (Peoples and Cultures of Modern Africa), and Music 227 (History of Jazz). In order to have the sequence listed on a transcript a student must undertake an interdisciplinary research project or internship, and successfully complete four of the above courses. Advisors: Mr. Gray, Mr. Zilversmit.

French Civilization

This sequence is an interdisciplinary approach to France and the French World, including Quebec and other French-speaking areas. It draws upon faculty in several social science and humanities departments who have extensive experience in the French world. The following faculty serve as advisors for the program in their departments: Professors Mitchell (Art), Moodie (History), R. Smith (Politics), Van Hoey and Handler (Sociology and Anthropology), in addition to the three members of the French Department (Garneau, Warehime, Zreczny).

The program consists of a sequence of five courses.

1. History 218 (Modern France)
2. Two courses taken from the following:
   a. Art 313 (19th Century Art)
   b. Sociology/Anthropology 330 (Urbanization: The City in the French-speaking World)
   c. Politics 210 (Western European Politics)
   d. An independent study course in French Civilization
3. French 230 (Introduction to French Literature)
4. A required colloquium, French 300 (France and the French World), to be taken in the student's junior or senior year.

Successful completion of this course sequence will be recorded on the student's transcript.

Women's Studies

An interdisciplinary concentration in Women's Studies may be undertaken (in addition to a student's course major), under the guidance of the Committee on Women's Studies. The program includes an interdisciplinary research project or internship, plus three of the following core courses: Philosophy 200 (Feminism: Philosophical Issues); Psychology 340 (Psychology of Women); Sociology and Anthropology 280 (Sociology of Sex Roles); History 271 (Women in Modern History: Europe and America); English 225 (Women Writers).

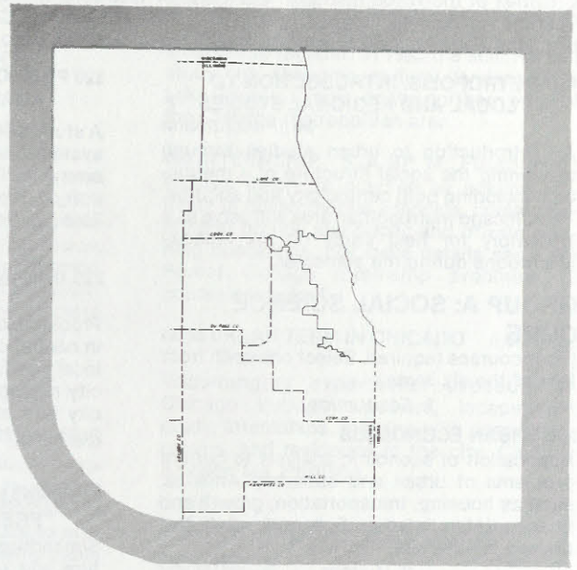
Additional courses in the curriculum pertaining to Women's Studies include: Economics 212 (Radical Economics); Economics 420 (Labor in the American Economy); Psychology 210 (Developmental Psychology); Psychology 211 (Adulthood and Aging); English 215 (Myth and Literature).

Students completing at least five courses with a Women's Studies component, including at least three of the core courses and an appropriate research project or internship have the option, with the approval of the committee, of having this fact recorded on their transcript. Advisors: Ms. Eskilson, Ms. Grisham, and Ms. Shrage.

Institute Major

Institutes are interdisciplinary, building on a core of existing liberal arts courses, and they are career oriented, requiring students to complete an internship in appropriate agencies or businesses. An Institute is headed by a director who works closely with a group of professors who have their appointments in the various departments but who teach courses which are essential to a particular Institute major. In 1974 Lake Forest College established its first Institute, the Robert E. Wood Institute for Local and Regional Studies.

THE ROBERT E. WOOD INSTITUTE FOR LOCAL AND REGIONAL STUDIES



Professor Ronald P. Grossman: Ethnic Studies
Associate Professor Michael H. Ebner: Urban History
Associate Professor Arlene Eskilson: Research Methodology
*Associate Professor Paul B. Fischer: Urban and Suburban Politics
Assistant Professor Richard F. Dye: Urban Economics and Public Finance
Assistant Professor Thomas G. Fuechtmann (Director): Local and Regional Studies, Public Administration and Planning.

Through an integrated social science program with heavy emphasis on the acquisition of research tools and practical experience, the Robert E. Wood Institute for Local and Regional Studies guides students to an understanding of the complexities of life in the great metropolitan regions (comprising large inner cities and suburban townships) in which a majority of the world's population now lives. The Institute aims also to help prepare its student members for graduate and professional school and for such careers as planning, public management, and social services in local, regional, and urban contexts.

The Local and Regional core courses in the social sciences (in economics, politics, planning, sociology, history and psychology) enable students to explore social trends and public policy as they affect local and regional concerns. They are followed by a series of courses stressing research and decision-making tools and their application to metropolitan problem-solving. The program culminates in a sequence of internships and research experiences

*Leave of Absence, 1985-86.

which not only integrate the student's previous academic studies but also provide a transition to graduate school and professional work.

Although the Institute focuses on the metropolitan region as a whole, and is particularly concerned with the suburban fringes, it recognizes the significant role of the central city and emphasizes Chicago for this purpose. The Institute's affiliation with the Chicago Urban Studies Program of the Associated Colleges of the Midwest (ACM) offers our students an intensive exploration of the complexities of Chicago. However, Institute majors, for their culminating research activities and internships, tend to concentrate their attention on the surrounding communities in the northern suburbs of the Chicago metropolitan region.

An advisory board from the Chicago area provides assistance in planning and conducting activities of the Wood Institute. Members for 1985-86 are: Paul A. Reaume, Principal, Paul A. Reaume Associates, Lake Bluff; Robert J. Piper, Director of Community Development, City of Highland Park; Michael Blesky, Northern Trust Bank, Chicago.

110 METROPOLIS: INTRODUCTION TO LOCAL AND REGIONAL STUDIES F
Mr. Fuechtmann

An introduction to urban studies through examining the social structure of a metropolis, including both central city and suburbs. The Chicago metropolitan area will serve as a laboratory for field study on six Monday afternoons during the semester.

GROUP A: SOCIAL SCIENCE CORE

(Four courses required. Select one each from four of the six areas.)

1. Economics

240 URBAN ECONOMICS

Application of economic analysis to current problems of urban and suburban America, such as housing, transportation, growth and finance. (Also listed as Economics 240. Not offered in 1985-86.)

2. History

263 THE MODERN AMERICAN CITY S
Mr. Ebner

The changing functions, scale and quality of urban society, seventeenth century to the present. A framework for viewing modern American metropolitan problems in economic and cultural context. Some field work in metropolitan Chicago. (Also listed as History 263.)

3. Public Administration and Planning

255 INTRODUCTION TO PLANNING S
Mr. Fuechtmann

A survey of planning concepts, historical development of planning in America, theories of planning, planning and organizational decision making, advocate planning and citizen participation, and an introduction to planning tools. Some field work in metropolitan Chicago. Prerequisite: Social Science Course at the 100 level.

320 PUBLIC ADMINISTRATION AND POLICY ANALYSIS

A study of the role of bureaucracy in political systems, with some emphasis on local government. The course includes an introduction to the analysis of public policy. (Also listed as Politics 320. Not offered in 1985-86.)

4. Politics

223 URBAN AND SUBURBAN POLITICS F
Mr. Fuechtmann

Problems of political and social organization in central cities and suburbs. Topics include local political parties, machines, mayors and city managers, and differences between big city and suburban politics. (Also listed as Politics 223.)

5. Sociology

330 URBANIZATION: CITIES IN THE FRENCH SPEAKING WORLD

Similarities and differences in urban structure and urban culture are brought out by comparative study. The focus of attention here is the city in France and in the French speaking world (e.g. Montreal in Quebec; Hanoi, Saigon and Pondichery in Asia; Dakar, Abidjan, N'Djamena in Africa.) Prerequisite: Sociology/Anthropology 110 or 170, or consent of the instructor. (Cross-listed as Sociology/Anthropology 330. Not offered in 1985-86.)

340 DEMOGRAPHY

Population, size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth control. Theories, models, and policies. Prerequisite: Sociology and Anthropology 110. (Also listed as Sociology/Anthropology 340. Not offered in 1985-86.)

6. Psychology

430 COMMUNITY PSYCHOLOGY: SOCIAL SERVICES AND SOCIAL CHANGES F
Ms. Riger

The effect of the social and physical environment on the mental health of individuals; the impact of urban and rural settings on people; theories and methods of changing communities; utopian communities. Prerequisite: Senior standing or permission of instructor. (Also listed as Psychology 430.)

GROUP B: RESEARCH TOOLS

(2 courses)

150 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE S
Mr. Fryxell

Designed for students in the social and life sciences. Finite probability theory, distributions, sampling, correlation and regression, chi-square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (Also listed as Mathematics 150.)

OR

230 ECONOMIC STATISTICS F
Ms. Crane

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. (Comparable to Mathematics 150. Also listed as Economics 230.)

310 SOCIAL RESEARCH: DESIGN F
Ms. Eskilson

Ethical and political considerations regarding social research, logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; major forms of design; the research proposal. Prerequisite: Sociology and Anthropology 110 or 170. (Also listed as Sociology/Anthropology 310.)

GROUP C: FIELD AND RESEARCH EXPERIENCES

(3 course credits; 2 credits must be earned by internship or ACM Urban Term.)

322 URBAN PUBLIC POLICY

An examination of a number of policy areas such as education, race, housing, crime and transportation, as they relate to the future of American cities. (Cross-listed as Politics 322. Not offered in 1985-86.)

420 ADVANCED SEMINAR CULTURAL LANDSCAPE F Mr. Fuechtmann

Applied research on urban and suburban development. Intended for majors in Local and Regional Studies who have already completed several required courses. Open to non-majors with necessary pre-requisites. Permission of instructor required for **all** students to register. In 1985 the seminar will study the changing cultural landscape of Lake County, Illinois, on the northern edge of the Chicago metropolitan area.

490 INTERNSHIP S (A, B)* Mr. Fuechtmann

Relates theory to practice by placing students in governmental agencies, community interest groups and public and private planning operations. For more details see Lake Forest College internship brochure. (2 course equivalent)

ACM URBAN TERM IN CHICAGO 4 credits, F or S

Wide-ranging experiential exposure to Chicago through seminars, independent study, internships, meeting with community groups, and residence in the city. Campus Advisor: Ms. Eskilson.

GROUP D: RECOMMENDED COURSES

Students are encouraged to augment required courses with a variety of optional and related courses at the college. Courses recommended for 1985-86 include:

Local and Regional Studies/Economics 350 (Public Finance) F Mr. Dye

Psychology 355 (Social Psychology) S Mr. Behling

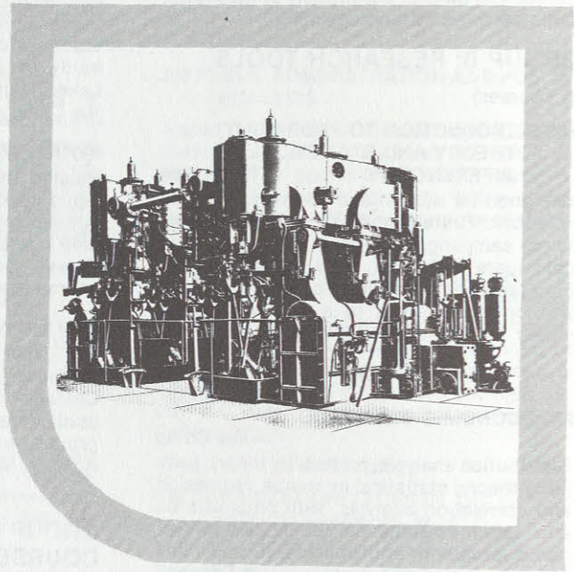
Art III (History of Architecture) F Mr. Schulze

Psychology 250 (Managing Self and Others) F Mr. Forgus

Physics 108 (Energy: Prospects & Alternatives) S Mr. Jeong

*7½ week course

Cooperative Degree Programs



While the faculty and administration of the college have seen fit to establish the institute program, by which students' career concerns are integrated into the liberal arts curriculum, a number of reputable professional schools have recognized the importance and value of grounding even highly specialized professional training for specific careers, such as engineering and nursing, in the liberal arts tradition. To that end, the School of Engineering of Washington University (St. Louis), The University of Chicago's School of Social Service Administration, and Rush University (Chicago) have each set up cooperative degree programs with Lake Forest College. Their purpose in this is to ensure that an important percentage of their narrowly specializing students will have had their initial training and course work in a liberal arts setting and will bring to their specialized studies not only a fundamental knowledge of their subject, but also a sense of broader ethical concerns and a flexibility of mind which the small college is able to foster. In the following programs students spend their first two or three years of college at Lake Forest and then go on to their respective pre-professional schools for a further two years to complete training in their chosen fields.

Students accepted into the 3-2 programs are to complete a Leave of Absence form in the Office of the Dean of Students before departing the Lake Forest campus to enter the professional institution.

3-2 PROGRAM IN ENGINEERING

Lake Forest cooperates with Sever Institute of Technology, Washington University, St. Louis, in a program designed for students who wish to become professional engineers but who also wish to receive a rigorous liberal arts education at the same time. The program requires each participating student to complete 24 course credits (20 taken at Lake Forest College) before going on to Sever Institute of Technology, in the School of Engineering and Applied Science at Washington University, for a further two years, after which time he or she receives a Bachelor of Arts degree from Lake Forest (see restrictions below), and a Bachelor of Science from Washington University. With an enhanced background in social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The exact selection, combination, and sequence of courses to be taken at Lake Forest, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. Early consultation with the program advisor, Mr. Faber, is vital in order to formulate and initiate the most appropriate course schedule. The recommended core of courses includes the following: calculus and differential equations (Math 110, 111, 210, 214), introductory chemistry (Chemistry 110, 111), general physics (Physics 120, 121), computer programming (Computer Studies 111), 5 courses in the humanities and social sciences, including 2 in one field, with at least one of those at the 300 or 400 level. Not more than two courses in performing or studio art may count toward the required five. The remaining courses are drawn from the sciences and humanities at the discretion of the student and advisor. While at Lake Forest College the student must register as a major in a department related to that of the professional major to be obtained. The chairperson of the major department must certify that the student has completed at least three fourths of the major requirements at Lake Forest College. If all of the requirements for the major have not been met at LFC, the Lake Forest College degree will be a B.A. with no major specified.

Admission to the final two years of the program is at the discretion of Washington University. The minimum requirements are a B average, with no transfer of credit for courses with grades lower than C, and the formal recommendation of Lake Forest College. Students accepted into the 3-2 program are to complete a Leave of Absence form in the Office of the Dean of Students, before leaving the Lake Forest campus to enter the professional institution. For further details regarding requirements, options, and course work at Washington University, students should consult with the Lake Forest program advisor, Mr. Faber.

2-2 PROGRAM IN NURSING

Lake Forest College and Rush-Presbyterian-St. Luke's Medical Center have established a joint four-year program leading to the Bachelor of Science degree in nursing from Rush University. Students in this program normally spend the first two years at Lake Forest, working on a series of prescribed courses in the natural and behavioral sciences, to prepare for two years of further scientific course-work and clinical training in the nursing program at Rush. The schedule for the first two years, however, also allows the student to take electives in the liberal arts and thereby to acquire a good general education and enjoy the atmosphere of undergraduate college before proceeding to the more specialized training of the nursing school. The precise combination, and the timing and sequence of courses are worked out in consultation with the student's advisor and depend on the student's preparation and the College's class schedule, but the core requirements which each candidate for the nursing program must complete at Lake Forest College are as follows: Chemistry 110 (General Chemistry), Chemistry 220 (Organic), Biology 151 and 152 (General Biology), Biology 241 and 242 (Vertebrate Anatomy and Physiology), Biology 220 (Microbiology), Mathematics 150 (Statistics), Psychology 110 (Introduction), Psychology 210 (Developmental Psychology); and at least one other course in Psychology or Sociology/Anthropology. The remaining four or five courses are electives, to be selected in consultation with the advisor.

It is very important that any student entering Lake Forest with the intention of pursuing the Rush Nursing Program begin fulfilling the requirements immediately, if he or she wishes to move on to Rush at the end of two years. Consultation with the program advisor, Ms. Klingbeil, is essential at the time of registration.

Admission to Rush as an affiliated student requires an overall grade point average (GPA) of 2.5 (based on a 4.0 scale). The GPA must be 2.5 for required natural science courses, 2.5 for required behavioral science courses, and 2.0 for electives. Only grades of C or better in required courses are accepted.

During the last two years of the program, at Rush's medical center in Chicago, students take a number of advanced courses in the natural and behavioral sciences, in addition to twelve to fifteen hours a week of clinical experience in the 850-bed hospital, in the areas of medical, psychiatric, community, surgical, pediatric and obstetrical nursing. Upon completion of the four-year program, the graduate receives a Bachelor of Science in Nursing from Rush University and is eligible to take the examination to become a Registered Nurse, or to go on to graduate study in nursing.

2-2 PROGRAM IN MEDICAL TECHNOLOGY

Parallel with the joint program in Nursing is a program in Medical Technology which enables qualified Lake Forest students to be admitted at the end of the sophomore year to Rush University College of Health Sciences. There the students pursue a final two years of course work and laboratory work in order to receive the Bachelor of Science degree in medical technology, thereby preparing for a career in this vital aspect of the medical profession and the expanding health-care field. Lake Forest students in the program take a core curriculum of courses in the natural sciences, along with an appropriate selection from the humanities and social sciences.

The basic course requirements for the first two years at Lake Forest are: Chemistry 110, 111, and 220; Biology 151 and 220 and one additional course in Biology; and Mathematics 150. The remaining seven or eight courses are electives to be selected in consultation with the advisor. Students who hope to complete the basic requirements successfully within the two years must begin them in their first term at Lake Forest. Therefore, consultation with the program advisor, Ms. Klingbeil, is essential at the time of registration.

Admission to Rush as an affiliated student requires an overall grade point average (GPA) of 2.5 (based on a 4.0 scale). The GPA must be 2.5 for required natural science courses, and 2.0 for electives. Only grades of C or better in required courses are accepted.

3-2 PROGRAM IN SOCIAL SERVICE

The 3-2 program with The University of Chicago's School of Social Service Administration provides qualified Lake Forest students with an opportunity to enter graduate school following the junior year, with the purpose of obtaining a Master of Arts degree in social service administration or counseling. The Bachelor of Arts from Lake Forest College is awarded after completion of The University of Chicago Masters requirements. The program has two directions of study: one for students who wish to concentrate on counseling, the other for those who are primarily interested in social service administration.

Of the 24 course credits required (at least 20 of which must be Lake Forest College course credits), students will normally be asked to complete 8 in Sociology/Anthropolgy, and 6 in Psychology, if their preference is for social service administration; and 8 in Psychology with 6 in Sociology/Anthropology if they intend to concentrate on counseling. The actual selection and distribution of courses is worked out by the student and the advisor. Some internship experience is normally included in this course work. If a major in Sociology/Anthropology or Psychology is not completed at Lake Forest College, the LFC degree will be a B.A. with no major specified.

Admission to the University of Chicago part of the 3-2 program is not automatic; students must demonstrate in their undergraduate work a high degree of competence and aptitude, as measured by performance in classroom courses and internships, and by faculty evaluation.

Students and prospective students interested in exploring social work as a career possibility should get in touch with Mr. Van Hoey, the program advisor. It is important to get an early start on planning an appropriate curriculum, if it is to be completed successfully in three years. Students accepted into the 3-2 program are to complete a Leave of Absence form in the Office of the Dean of Students, before departing the Lake Forest campus to enter the professional institution.

3-2 PROGRAM IN PUBLIC POLICY STUDIES

The 3-2 program with the University of Chicago's Program in Public Policies Studies provides qualified Lake Forest students with an opportunity to enter graduate school following the junior year, provided that they have completed a major at Lake Forest College, with the purpose of obtaining a Master of Arts degree in Public Policy Studies. The Bachelor of Arts from Lake Forest College is awarded after the completion of The University of Chicago Master's requirements. The two-year program at The University of Chicago includes a series of courses devoted to analysis in economics, political science, and statistics, and a series of policy seminars devoted to the scholarly, interdisciplinary investigation of specific public policy issues. The first year of the two year professional degree program is devoted to the study of the analytic skills required in policy analysis. The second year is devoted to the study of those policy issues of most concern to individual students. Examples of policy areas are science and technology, foreign and domestic economic policy, welfare policy, urban and housing issues, government regulation, and health policy.

The program is open to undergraduates majoring in any discipline of the humanities, natural sciences, or social sciences, but students planning graduate work in public policy would benefit from some undergraduate work in calculus, statistics, economics, political science, and sociology/anthropology.

Admission to The University of Chicago part of the 3-2 program is not automatic; students must demonstrate in their undergraduate work a high degree of competence and aptitude, as measured by performance in classroom courses and internships, and by faculty evaluation. Students interested in the public policy program at the University of Chicago should contact the program advisor in their freshman or sophomore year. It is important to get an early start on planning an appropriate curriculum, if it is to be completed successfully in three years. Students accepted into the 3-2 program are to complete a Leave of Absence form in the Office of the Dean of Students, before departing the Lake Forest campus to enter the professional institution. Campus Advisor: Mr. Fuechtmann.

THE GRADUATE PROGRAM IN LIBERAL STUDIES

Arthur Zilversmit (Director): Professor of History
Margaret McNamara (Assistant Director)

Rosemary E. Cowler: Professor of English
Bailey Donnally: Provost and Dean of the Faculty; Professor of Physics
Arlene Eskilson: Associate Professor of Sociology and Anthropology
Roger J. Faber: Professor of Physics
Robert Bruce Glassman: Professor of Psychology
Forest W. Hansen: Professor of Philosophy
David L. Krantz: Professor of Psychology
Charles D. Louch: Professor of Biology
W. Gordon Milne: Professor of English
Thomas Moodie: Associate Professor of History
Martin L. Thompson: Professor of Chemistry

The graduate liberal studies program is designed for people with a bachelor's degree who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. It is interdisciplinary in nature and non-professional in intent. Graduate education in the liberal arts is based on the assumption that beyond the technical competence required for certain tasks, people need the breadth and wisdom that have traditionally been fostered by the liberal arts. It is no longer possible (if it ever was) to complete a liberal education in four undergraduate years; a truly liberal education, which includes the ability to integrate knowledge from widely different fields, is indeed the task of lifelong learning.

At the heart of the M/LS program is a series of interdisciplinary seminars, team-taught by faculty members representing different disciplines. The emphasis in these specially designed seminars is on integrating the approaches of the different disciplines rather than on acquiring specialized knowledge in one of them. Students in the program are also required to undertake a master's project, again of an integrative, multidisciplinary nature. The aim of the program is to foster the ability to integrate knowledge from several fields and to deal with major questions in the light of the wisdom afforded by a broad knowledge of the liberal arts.

Graduate programs in liberal studies have appealed to businessmen who are moving into upper management roles and see the need for a broad, liberal arts program to help them deal

with some of the larger issues they face as they represent their corporations to the outside world. Teachers and librarians have enrolled in graduate liberal studies programs as an alternative to further graduate work in education or a single academic discipline; they find that the broad concerns of a non-disciplinary master's program more closely meet their needs. A third group of students choose this program as an alternative to a self-directed program of reading or to participation in a series of unrelated adult education courses. For them the program provides a carefully organized, coherent approach to further learning in association with other adults who share their concerns and interest.

Ten units are required for the M/LS degree: three interdisciplinary seminars, five electives, a colloquium and a master's project. Candidates must earn a grade of "B" or higher in all elective courses to have them count toward the degree. A grade of "C" is considered passing in the interdisciplinary seminars, but a student must have an overall average of "B" or higher in order to obtain a master's degree.

The normal undergraduate course load at Lake Forest College is eight courses per year, but M/LS students are not required to take any minimum number of courses per year to remain in the program; part-time students are encouraged. Since most of the participants in the M/LS program hold full-time jobs or have other responsibilities, the typical pattern has been for graduate students to take one or two courses per semester. There is no penalty for not taking a course each term and there is no arbitrary limit on how long a person may take to finish the program.

Interdisciplinary Seminars

The core of the program is three interdisciplinary seminars centering on the three broad divisions of the curriculum—the humanities, the physical sciences and the social sciences. The seminars meet once a week for a term (fourteen weeks) and carry four hours of graduate credit. Requirements for the seminar include a substantial research paper on a topic related to the subject of the seminar, chosen by the student in consultation with the instructors. Students enrolled in the M/LS program are expected to take one of the interdisciplinary seminars during their first term at the College. If the seminar is closed or in the summer session when no interdisciplinary seminar is offered, a student may, with the permission of the M/LS Committee, begin the program with an elective course but no students will be granted admission to candidacy until they successfully complete an interdisciplinary seminar.

The following interdisciplinary seminars have been offered; additional topics are added to the curriculum regularly.

510 DARWIN AND HIS IMPACT ON HIS WORLD AND OURS

The scientific and social scientific concepts of evolution; the world view that Darwinism replaced; the religious response to Darwin's theories; the ways in which social science and popular thinkers used the prestige of scientific theory to justify contemporary business practices; the impact of Darwinism on literature (realism and naturalism); scientific developments since Darwin and the manner in which the study of genetics has confirmed and modified Darwin's theories; the new "sociobiology", the genetic and cultural-evolutionary determination of human behavior. *Professors Louch (Biology), Milne (English and American Studies), and Zilversmit (History).* (Not offered in 1985-86.)

512 THE WHOLE AND THE SUM OF THE PARTS F

In what ways does it contribute to our understanding of reality to break up systems into their smallest units? Does the pursuit of the atom provide the only way of understanding the real nature of matter and living things? How has atomic theory changed since the time of Lucretius? What are the relative advantages of understanding people by looking at them as individuals (psychology) or as parts of groups (sociology and social psychology)? In politics what are the relative advantages and disadvantages of an atomistic as opposed to an organic view of society? How does the individualistic, romantic tradition in literature differ from the classical tradition? *Professors Faber (Physics), Milne (English and American Studies) and Zilversmit (History).*

514 THE ECONOMY AND THE ENVIRONMENT

An examination of the complex relationship between the need to preserve the environment and other social goals such as economic growth and the development of energy resources; the concept of "ecology" as a way of understanding our environment; the historical background of current environmental issues; alternative energy policies and their implications; population growth and the environment. *Professors Louch (Biology) and Zilversmit (History).* (Not offered in 1985-86.)

516 THE IDEA OF LAW

The concept of law is a crucial one in both the physical and the social sciences. Is the word used the same way in the natural and social sciences? Has the concept of law changed over the years? How does "natural" law differ from "positive" law? In what ways has the philosophical basis of law changed? How does literature enlarge our understanding of law in these several senses? *Professors Donnally (Physics), Milne (English and American Studies), and Zilversmit (History). (Not offered in 1985-86.)*

518 INTELLECTUAL REVOLUTIONS OF THE TURN OF THE CENTURY: PSYCHOLOGY, PHYSICS, THE ARTS

In the unsettled period just before and after 1900 a number of intellectuals developed radically new ways of thinking about the natural world, society, and man's nature and artistic vision. These amounted to a series of profound intellectual revolutions, ones that worked their way down into the general consciousness in the years after World War I. Against the background of the intellectual malaise of the 1890's, we will examine the contributions of some major thinkers who have had decisive influence on our world view, including Freud, Einstein, Joseph Conrad and Thomas Mann, and art critics who helped create the new sensibility of modernism. *Professors Faber (Physics), Hansen (Philosophy) and Moodie (History).* (Not offered in 1985-86.)

520 THE MIND AND THE BRAIN

Can our understanding of human thought and creativity be enlarged through study of the brain? What is the relationship between the brain and human mental processes and emotions? Does the analogy of the brain and the computer help us to understand human thought and mental illness? The seminar will explore what philosophers, novelists, psychologists and religious thinkers have said about the basic problems of establishing the links between the brain and the infinite complexities of human thought, emotions and creativity. *Professors Glassman (Psychology), Hansen (Philosophy) and Zilversmit (History).* (Not offered in 1985-86.)

522 THE EIGHTEENTH CENTURY: THE EVOLUTION OF A NEW WORLD VIEW S

The new scientific climate established by the writings of Sir Isaac Newton in the context of the political and economic upheavals at the end of the Seventeenth Century, culminating in the world view of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to older values, and then was reinterpreted by a generation of romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. *Professors Donnally (Physics), Cowler (English), and Zilversmit (History).*

524 WAYS OF KNOWING

We know many different things but we also know in many different ways. The poet and the biologist know trees in distinctive manners. What is the basis for scientific knowledge? How can we "know" the past? What kinds of knowledge are the province of literature and the arts? The seminar will explore several of the different ways in which we know, concentrating on the scientific, historic, and literary realms. *Professors Hansen (Philosophy), Krantz (Psychology), and Zilversmit (History).* (Not offered in 1985-86.)

Electives

Candidates for the M/LS degree are required to take five elective courses. These courses, chosen from the regular Lake Forest curriculum in consultation with a faculty advisor, should represent a number of different disciplines. Electives are selected on the basis of a student's previous academic background and current needs and interest. Only courses at an advanced level will be accepted for graduate credit. Students may, of course, take an introductory level course to prepare themselves for further work in a particular field, but such a course will not

count toward the M/LS degree. In some cases, a student may be asked to do some independent reading in order to prepare for an upper level course.

In order for an elective course to earn graduate credit, students are required to do additional work beyond that required of undergraduates. The additional or alternative work is to be defined by the instructor according to guidelines established by the M/LS Committee. It is expected that this work will be a research paper or investigation on an additional topic; in either case emphasis should be on the relationship of the material of the course to other fields. Credit toward the M/LS degree will only be given for elective courses in which a student earns a "B" or higher grade.

Once a student is admitted to candidacy, the M/LS Committee may approve the transfer of up to two graduate courses from an accredited college or university toward meeting the elective requirement. Only those courses in which the student has earned a grade of "B" or higher and which fit into the liberal arts definition of the M/LS program can be considered for acceptance in transfer.

With the approval of the M/LS Committe, students can substitute an additional M/LS seminar or an independent study project for an elective course. Ordinarily, however, a student must take a minimum of three courses from the regular Lake Forest College curriculum in order to meet the requirements of the M/LS degree. That is, the combination of transfer courses, additional M/LS seminars, and independent study projects that are accepted as substitutes for the five elective courses ordinarily cannot total more than two.

Colloquium

In the term before students undertake their master's project they will be asked to enroll in a colloquium with other graduate students preparing to work on their projects. A major purpose of the colloquium is to acquaint students with the kinds of interdisciplinary work that they can regard as models for their own work and to provide guidance in selecting an appropriate topic for the master's project. The first few sessions of the colloquium are devoted to intensive reading and discussions of interdisciplinary studies; thereafter students, with the aid of faculty advisors, will begin developing their own topics. By the end of the colloquium students submit a formal project proposal, including an extended statement of the problem to be examined, an annotated bibliography, and a statement of how the student plans to proceed on the project. Approval of the prospectus by the M/LS Committee is required before the student can register for the master's project.

The Master's Project

The master's project is an independent interdisciplinary report. Its purpose is to demonstrate the student's ability to read widely and intelligently in a number of different disciplines, to integrate this interdisciplinary material and to draw independent conclusions. It is a capstone for the program, demonstrating that graduates have become skilled in independent interdisciplinary thinking, and that they are prepared to continue reading intelligently on their own in a number of fields. In this sense the project will demonstrate that the graduate is ready to continue a program of lifelong learning.

In contrast to a conventional master's thesis, the project must be broad and interdisciplinary. Therefore, the emphasis is not so much on original research in primary sources as on the mastery and integration of disparate materials. Areas which lend themselves to these kinds of projects are interdisciplinary fields such as American Studies, International Affairs, Women's Studies and topics such as art and society, childhood in cross-cultural perspective, science and politics, social deviance, and man and nature. A student may choose to view the aging process in historical and cross-cultural perspective, drawing on readings from psychology, sociology, history and literature. Another student might choose to examine the role of race in American society, using readings from psychology, sociology, history and literature. A third student may choose to examine changing American attitudes toward nature, using art, literature, history and biology.

The student will meet regularly with a member of the faculty who will serve as the project advisor. Ordinarily, it is expected that the project will be completed in one term. If a project is not completed by the end of the term, the M/LS Committee will decide if enough work has

been done to merit a grade of "incomplete" (setting a date for the completion of the project no later than the conclusion of the next term) or whether the amount and quality of work merits a failing grade. If a failing grade is given, the M/LS Committee will decide further whether the student should be allowed to continue in the program.

When the project is completed, the M/LS Committee will appoint an examining committee broadly representative of the disciplines which bear upon the topic. At least two of the members of the examining committee will be members of the M/LS Committee and at least one will be from the faculty at large.

The members of the examining committee will read the project report and conduct an oral examination of the student. The committee may recommend that the project be accepted or rejected, or that the student do additional work to bring the report to an acceptable level.

Admissions

The Graduate Program in Liberal Studies is primarily designed to serve the needs of mature students who are returning to college after an interval of several years. In order to be admitted to the program, candidates must hold a bachelor's degree from an accredited college or university. Candidates should submit transcript records of all college work with their application for admission. The application form asks applicants to write an essay stating briefly how they believe the graduate program in liberal studies will serve their needs. In addition, all applicants must be interviewed by the Director, Assistant Director, or another member of the M/LS Committee. The Committee is responsible for admitting applicants. The decision to admit an applicant is based only on the Committee's assessment of whether the applicant is likely to perform well in the program and benefit from it. An application fee of $15.00 is required.

Initial acceptance into the program is on a conditional basis. Successful completion of one of the interdisciplinary seminars (achieving a grade of "C" or better) is required for formal admission into the program (admission to candidacy). The decision to admit a student to candidacy is made by the entire M/LS Committee.

Tuition and Fees

Tuition for all courses in the M/LS program, including the master's project and independent studies, is the same as the undergraduate tuition for regular full-time undergraduates. The 1985-86 tuition rate is $1125.00 per course (all of which carry four semester hours credit). No fees are required (except the $15.00 application fee). Summer school tuition for the graduate program is set at the same rate as undergraduate summer school tuition.

A non-refundable deposit of $100.00 is required at the time of registration in order to reserve a place in any class. This deposit is applied toward tuition for that course.

Through the generosity of friends and graduates of the M/LS program, the College has established an endowment fund. The income of this fund is used to provide a half tuition scholarship for the introductory interdisciplinary seminar for a teacher who is new to the program.

Departments and Departmental Majors

ART

Professor Michael B. Croydon: 20th Century Art History. Painting. Drawing. Sculpture. Photography.
Professor Alex F. Mitchell (Chairperson): Renaissance through Modern Art History. American Art. Painting. Drawing.
Professor Franz Schulze: 20th Century Art History. Architectural History. American Art and Art Criticism.
Assistant Professor Amelia Jane Carr: Medieval Art. Renaissance.
‡Lecturer Arthur Lazar: Creative Photography.
‡Lecturer Ramona Mitchell: Painting. Drawing. Monoprint.

From prehistoric times until the present day men and women throughout the world have created pictorial images, have carved and modeled, and have endeavored to make their habitations pleasing to the eye as well as comfortable. Such activities have been a mark and a measure of civilization. For this reason it is important within the context of a liberal education to gain, not only some knowledge of what artists have done in the past and are doing now, but, further than that, by the actual making of art to enrich one's understanding of the creative process of the artist. The Department of Art addresses itself to both these concerns.

‡Part-time Teaching, 1985-86

Art History is a humanistic discipline. The course work in Art History concerns itself with those things theoretical, historical, critical, and aesthetic, which should add to any individual's capacity to comprehend and appreciate the visual arts. While the courses are designed to introduce students to the scholarly procedures of the art historian — procedures which form an essential groundwork for any further advanced study in the field — they are also aimed at those students who wish to enlarge their knowledge and understanding of art, but are innocent of professional ambitions in the discipline.

The courses in Studio Art offered in the department have a similar dual purpose. They are designed to provide basic and also more advanced experiences of the actual procedures involved in making works of art of various sorts. The courses should be useful to those who plan to go on to become professional artists and also to those who merely seek to enlarge their experience and human potential.

It must be stressed that all Art courses taught at Lake Forest College are taught within the framework of a liberal arts education. Students majoring in either the Art History or the Art track must ensure that they seek breadth in the courses they elect outside the Art Department. They should also seek out courses which nurture those they take within the department. That would seem to suggest particularly study in areas such as history, aesthetics, literature and psychology. Further to that, it must be emphasized that students who have professional ambitions must realize that they should study foreign languages. And even Leonardo da Vinci was more than superficially interested in science!

Students may major in the department in one of two ways. They may major in Art History by taking courses in that area with one required course in Studio Art, or they may choose to take a combination of courses in Studio Art and Art History with the emphasis on the former area. The two possible tracks are designated Art History and Art respectively.

Art History Track:

Art 110 (Introduction to the Visual Arts) is a prerequisite for all other courses in Art History, and thus is the first course which students choosing the Art History track must take. The more advanced courses in Art History deal with the main periods and styles of Western Art, with American Art, and with a variety of more specialized concerns of the art historian. The history of Western Art from ancient times until the present day is covered in a sequence of courses: Art 210, 211, 212, 213, 310, 311, 312, 313, and 314. In addition to Art 110, majors in Art History must take at least five courses from this sequence. In order to achieve the minimum of eight courses required to major students may choose either further courses from this sequence or any other upper level courses in Art History. Further to the minimum of eight required courses in Art History, majors must take Art 130 (Studio Art: Elements of Design). This course is required for students on this track, but does not count toward the major.

Studio Art Track:

Art 130 (Studio Art: Elements of Design) is a prerequisite for most other courses in Studio Art and is thus the recommended first course for students choosing the Art track within the major. As has already been stated, students in this track follow a course of studies which combines Studio Art and Art History. All majors in this track must take the following courses: Art 110, 130, 131, and 314. In addition they must take three additional Studio courses and one further Art History course from the following sequence: Art 210, 211, 212, 213, 310, 311, 312 and 313. In the senior year each Art major will undertake a senior project in drawing, painting or sculpture which will carry two credits.

A complete study program for students majoring in Art, rather than Art History, will be worked out in consultation with a faculty advisor from the department. Because of the progressive nature of the discipline, this should be done as early as possible in the freshman or sophomore year.

In conclusion it must be stressed and repeated that Art 110 is a prerequisite for all other Art History courses. Art 130 is a prerequisite for other courses in Studio Art except for Art 131 (Drawing), Art 132 (Creative Photography).

110 INTRODUCTION TO THE VISUAL ARTS
FS Mr. Mitchell, Mr. Croydon, Miss Carr, Mr. Schulze

An analytical and historical survey of the visual arts from antiquity to the present. A prerequisite for all other courses in art history and required of all majors.

111 HISTORY OF ARCHITECTURE
F Mr. Schulze

Evolution of architectural style and thought from antiquity to the present.

130 STUDIO ART: ELEMENTS OF DESIGN
FS Mrs. Mitchell

Introduction to basic design problems in various two and three dimensional techniques and media. A prerequisite for most other courses in studio art.

131 STUDIO ART: DRAWING FS
Mr. Croydon

Principles and practice of drawing, with emphasis on drawing from the model.

132 STUDIO ART: CREATIVE PHOTOGRAPHY S Mr. Lazar

An introductory course in the techniques and aesthetics of photography, dealing with the fundamentals of camera and darkroom procedures and the study of the expressive possibilities of the medium.

202 GREECE IN THE BRONZE AGE
S (B*: March)

(Cross-listed as Ancient Mediterranean Civilizations 202. See page 55 for description.)

203 GREECE IN THE CLASSICAL—ROMAN AGES S (B*: April)

(Cross-listed as Ancient Mediterranean Civilizations 203. See page 55 for description.)

204 GREECE IN THE BYZANTINE—MEDIEVAL AGES S (B* May)

(Cross-listed as Ancient Mediterranean Civilizations 204. See page 55 for description.)

210 ANCIENT ART F Miss Carr

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

211 MEDIEVAL ART S Miss Carr

Art of the Early Christian, Byzantine, and Medieval periods.

212 ITALIAN ART OF THE EARLY RENAISSANCE F Miss Carr

Painting and sculpture in Italy from the late 13th through the 15th century.

213 NORTHERN EUROPEAN ART OF THE RENAISSANCE PERIOD S
Miss Carr

Painting, sculpture, and the graphic arts of the Netherlands, Germany, and France from the 14th through the 16th century.

221 HISTORY OF MEDIA AND MATERIALS
S Mr. Croydon

The evolution and use of different media, materials, and techniques by the sculptor, painter, and draftsman in the course of history.

230 STUDIO ART: PAINTING F
Mrs. Mitchell

Advanced creative projects using various painting media.

231 STUDIO ART: SCULPTURE FS
Mr. Croydon

An introduction to fired clay sculpture and the principles and practice of oxidation firing.

232 STUDIO ART: GRAPHIC ARTS
S Mrs. Mitchell

Advanced creative projects in various printmaking media. 1985-86: Monoprint.

233 STUDIO ART: CERAMICS

A basic course in the making of pottery, using hand building methods and the potter's wheel. (Not offered in 1985-86.)

234 STUDIO ART: DRAWING FS
Mr. Croydon

Further study from the model.

305 MUSIC/ART: THE EAR AND THE EYE: COMPARATIVE STUDIES IN MUSIC AND THE VISUAL ARTS S

Mr. Kirby, Mr. Schulze

Basic elements and principles in artistic expression; the social and cultural roles of the arts; classic and romantic traditions; art and music in various historical periods. Prerequisites or co-requisites: one course each in Art and Music or permission of instructors. (Identical to Music 305.)

*Offered only in Greece.

310 ITALIAN ART OF THE 16TH CENTURY
S Mr. Mitchell
Painting and sculpture of the High Renaissance and Mannerist artists in Rome, Florence, and Venice.

311 17TH CENTURY ART F Mr. Mitchell
Painting and sculpture in Europe in the 17th century.

312 18TH AND EARLY 19TH CENTURY ART
F Mr. Mitchell
Painting and sculpture in Europe in the 18th and the early 19th centuries, from Watteau to Goya.

313 19TH CENTURY ART S Mr. Mitchell
Painting and sculpture in Europe during the 19th century, from the Romantic Movement to the Post Impressionists.

314 20TH CENTURY ART F Mr. Schulze
Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

320 AMERICAN ART S Mr. Schulze
The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from art of the colonial period to the present.

330 STUDIO ART: PAINTING F
Mrs. Mitchell
Advanced projects in painting.

331 STUDIO ART: SCULPTURE FS
Mr. Croydon
Advanced projects in fired clay sculpture.

332 STUDIO ART: GRAPHIC ARTS
S Mrs. Mitchell
Advanced projects in Monoprint.

333 STUDIO ART: CERAMICS
Advanced projects in the making of pottery. (Not offered in 1985-86.)

350 SPECIAL STUDIES: GREAT ARTISTS
Intensive study of the work and lives of individual great artists. (Not offered in 1985-86.)

430 SENIOR PROJECT IN STUDIO ART

This is required of all students majoring in Studio Art during the senior year. This project is designed and carried out under faculty supervision, and consists of advanced and intensive work in one of the visual arts. A Senior Project carries a maximum of two course credits, and it may be carried out over one or two semesters.

480 SEMINAR S
Miss Carr
Art historical topics dealt with at a more advanced level. In 1985-86: Issues in Christian Iconography. Prerequisites: Art 110 and permission of the instructor.

BIOLOGY

Professor Frederic Giere (Chairperson): Vertebrate Physiology. Molecular Anatomy.
Professor Charles Louch: Ecology. Vertebrate Biology. Ethology.
Associate Professor Kenneth Weik: Botany. Phycology. Electron Microscopy.
Assistant Professor Juliana Feder: Evolution. Genetics.
Assistant Professor Barbara C. Hansen: Immunology. Biochemistry.

The Biology Department offers a curriculum designed to meet the needs of students planning to become professional biologists and also of those who are simply interested in increasing their understanding of the living world. A diversity of courses accommodates students with a variety of interests, including molecular biology, botany, physiology, genetics and ecology. Tutorials and independent studies are easily arranged for students who are interested in studying subject matter that is not covered in the regular curriculum. Although there are no special pre-medical, pre-dental, or pre-veterinary medical programs, the department offers a combination of courses to help students prepare themselves to enter professional schools in these areas. In addition, there are pre-nursing and pre-medical-technician programs which the College operates in cooperation with Rush University (College of Nursing and College of Allied Health Sciences).

The department's laboratories are well equipped for teaching and research, and the courses are designed to help students become familiar with a variety of research equipment. The department also manages a natural area which is available for field work.

Human Biology (Biology 101), Environmental Biology (Biology 181) and Introduction to Evolution (Biology 188) are courses designed for non-majors and are open to all students. These courses do not apply toward the major. All other courses apply toward the major. Biology 244 (Animal Behavior), Biology 248 (Diversity and Design), and Biology 261 (The American Forest) are open to freshmen and non-majors with the consent of the instructor. All other courses have General Biology as prerequisite as noted in course descriptions.

The minimum requirements for the major are: Chemistry 110 and 111 plus eight courses in Biology. Biology 151, 152 and 153 must be included in the eight courses. Students planning to major in Biology should complete Chemistry 111 by the end of the sophomore year.

Psychology 370 (Physiological Psychology) may be applied toward a biology major with the prior approval of the Department.

Qualified students are encouraged to engage in a research project in their junior and/or senior years, to be supervised by a member of the biology faculty. Such projects may take the form of Independent Study Research or a Senior Thesis.

Students planning on attending graduate or professional schools are encouraged to prepare themselves in the cognate areas by taking additional courses in chemistry, mathematics and physics. Courses in computer science, statistics, and a foreign language are also desirable.

The department elects students to Beta Beta Beta and to the Society of the Sigma Xi, national honorary societies that are active on the campus.

101 HUMAN BIOLOGY S Mr. Louch

In this course we will study various aspects of biology as they apply to human aspects. Among the topics to be covered will be reproduction, hormones, the nervous system, nutrition, immunology, genetics, and recent advances in genetic engineering. Three lectures per week. (For non-biology majors.)

151 GENERAL BIOLOGY — CELLS FS
Mr. Louch, Ms. Hansen

This course will examine cells as the fundamental units of life. The topics to be covered will include: The structure and function of the cell and its parts, energy relationships at the cellular level and the nature and organization of the genetic material. Three lectures and one three-hour laboratory per week.

152 GENERAL BIOLOGY — PLANTS AND ANIMALS FS Mr. Giere, Mr. Weik

A discussion of the organization and function of multicellular oganisms; the ways in which plants and animals carry out the processes necessary for life. Among the topics to be discussed will be: Water relations, nutrient procurement, coordination systems including plant and animal hormones, movement and orientation, and reproductive patterns. Three lectures and one three-hour laboratory per week.

153 GENERAL BIOLOGY — POPULATIONS FS
Ms. Feder, Mr. Louch

A discussion of the processes of life at the population and community level. Topics to be covered include: Genetics, environmental biology, and the origin and evolution of life. Three lectures and one three-hour laboratory per week.

181 ENVIRONMENTAL BIOLOGY

This course, designed for non-biology majors, will look at the relationships between plants, animals and the environment. Some of the general topics to be covered will be: weather and climate, some aspects of geology as they apply to living organisms, the oceans as a habitat for plants and animals, some aspects of animal behavior, population growth phenomena, biogeochemical cycles, and energy flow and ecosystem structure. Three lectures and one lab each week. (For non-biology majors. Not offered in 1985-86.)

188 INTRODUCTION TO EVOLUTION F
Ms. Feder

An introduction to evolutionary theory, with emphasis on the works of Darwin, the historical and scientific context surrounding his work, the modern evidence for evolution, and human evolution. Three lectures per week. (For non-biology majors.)

220 MICROBIOLOGY S Ms. Hansen

An introduction to the morphology, physiology, classification, and culture of bacteria and viruses. Three lectures and one lab per week. Prerequisite: Biology 151 and Chemistry 111.

223 GENERAL GENETICS F Ms. Feder

The fundamentals of genetic analysis and basic hereditary processes are treated through discussions of the transmission of traits between generations and the regulation of gene expression. Three lectures and one lab per week. Prerequisite: Biology 151 and 153.

241 VERTEBRATE BIOLOGY I F Mr. Giere

The comparative anatomy and physiology of the musculo-skeletal (locomotion), digestive, respiratory, energy metabolism and temperature regulation systems of vertebrate organisms, in addition to a consideration of their classification and early development. Three lectures and one lab per week. Prerequisite: Biology 151, 152.

242 VERTEBRATE BIOLOGY II S
Mr. Giere

The comparative anatomy and physiology of the nervous and endocrine coordinating systems, urogenital, and cardiovascular systems of vertebrate organisms. Three lectures and one lab per week. Prerequisite: Biology 241.

244 ANIMAL BEHAVIOR S
Mr. Louch

A study of current ideas about the survival value of animal behavior, how patterns of behavior may have evolved, and how it may develop and mature in individual animals. Three lectures and one three-hour laboratory per week. Prerequisite: Biology 153, or consent of the instructor.

248 DIVERSITY AND DESIGN

What constitutes success among living organisms? The diversity of animal life seen in today's world suggests that there are a large number of ways of achieving success. This course will survey the variety seen in the animal kingdom, and deal with the ways in which various animal groups have solved their common problems; reproduction, locomotion, support, and protection. Current ideas regarding the generation and maintenance of present-day diversity will also be discussed. Prerequisite: One course in General Biology or the consent of the instructor. (Not offered in 1985-86.)

261 THE AMERICAN FOREST F
Mr. Weik

Survey of major forest associations of the United States including tree identification, forest ecology, analytical techniques employed in studying forests and the commercial uses of trees. Lab field oriented with frequent field trips to representative forest areas of Northeastern Illinois. Three lectures and one lab per week. Prerequisite: One course in General Biology or consent of the instructor.

282 MARINE BIOLOGY S Mr. Weik

The biology and ecology of marine plants and animals. The first part of this course will be taught on the Lake Forest College campus and the last two weeks will be spent at a subtropical marine biology station. Prerequisite: One course in General Biology or the consent of the instructor.

301 BIOCHEMISTRY F Ms. Hansen

Offered jointly with the Chemistry Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure, enzyme action, carbohydrate metabolism and a brief survey of biological molecules. Three lectures and one lab per week. Prerequisite: Biology 151, Chemistry 220. (Identical to Chemistry 300.)

326 CELL ULTRASTRUCTURE F Mr. Weik

An introduction of the ultrastructure of typical plant and animal cells and tissues employing the techniques of transmission electron microscopy. Three lectures and one lab per week. Prerequisite: Biology 151.

342 IMMUNOLOGY

The acquired resistance of vertebrates to microbial infection and disease is a fundamental property of their immune systems. This course will present the cellular and molecular basis for the human immune response, including discussion of related topics such as cancer, tissue transplantation, allergies, and immune deficiencies. Three lectures and one lab per week. Prerequisite: Biology 151 and Chemistry 221. (Not offered in 1985-86.)

345 THE INSECT WORLD

From time immemorial insects have been important to humans. They have eaten our crops, transmitted our diseases, provided us with food and clothing, and fascinated us with the complexity of their organization and behavior. This course will be a study of insects with a view to attaining an understanding of, and appreciation for, this most numerous and diversified class of animals. Three lectures and one three-hour laboratory per week. Prerequisite: Biology 152. (Not offered in 1985-86.)

361 PLANT SYSTEMATICS
A survey of the morphology, anatomy, reproduction, and classification of representative vascular plants with emphasis on flowering species. The laboratory will stress field and herbarium techniques and recent methods in plant systematics utilizing species in the local flora. Three lectures and one lab per week. Prerequisite: Biology 152, 153. (Not offered in 1985-86.)

362 PLANT PHYSIOLOGY
Investigations into physiological, biochemical and developmental processes of higher green plants: Water relations, nutrition, photosynthesis, metabolism, growth regulation and photomorphogenesis. Three lectures and one lab per week. Prerequisite: Biology 151. (Not offered in 1985-86.)

381 ECOLOGY
A study of ecological systems. This is a project-oriented course in which students who have had some previous background in ecology may examine particular aspects of environmental biology by means of laboratory, field, and library research. Three lectures and one lab per week. Prerequisite: Biology 153. (Not offered in 1985-86.)

389 EVOLUTION
The mechanisms of evolutionary change in populations of living organisms will be examined by integrating diverse evidence from population biology, as well as aspects of paleontology, development and molecular biology. Current debates on evolutionary issues will also be analyzed in the framework of material discussed in this course. Three lectures and one lab per week. Prerequisite: Biology 151 and 153. (Not offered in 1985-86.)

424 MOLECULAR GENETICS S
Ms. Feder
An exploration of the molecular organization of genetic material, discussing the structure and function of DNA. Topics will include the nature of mutation, genetic fine structure, regulation of gene expression and recombinant DNA applications. Much of the material will draw on work with bacteria and their viruses since the molecular genetics of these organisms is better known than that of higher organisms. However, some of the concepts will be applied to our understanding of the genetics of higher plants and animals as well. Three lectures and one lab per week. Prerequisite: Biology 223 or consent of the instructor.

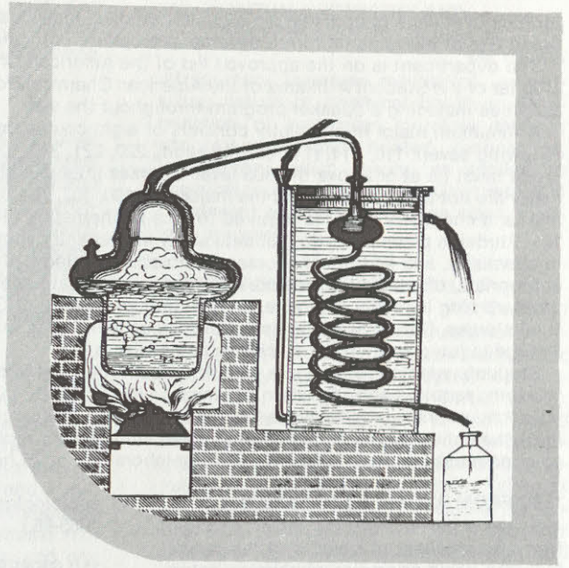
428 CELL PHYSIOLOGY
Fundamental processes of plant and animal cells, emphasizing detailed physiochemical analyses of photosynthesis and respiration, protein and fat metabolism, ion transport, and the role of the nucleus and cytoplasm in cyto-differentiation. Three lectures and one lab per week. Prerequisite: Biology 301 or consent of the instructor. (Not offered in 1985-86.)

440 ADVANCED PHYSIOLOGY
The physiology of a single organ system or of the response of several organ systems to a single insult to the organism. Three lectures and one laboratory per week. Prerequisite: Biology 242. (Not offered in 1985-86.)

480 SEMINAR
Prerequisite: By invitation. (Not offered in 1985-86.)

INDEPENDENT STUDY

TUTORIALS (directed study programs on a topic of the student's choice) or RESEARCH PROJECTS are available with the consent of the instructor, as are INTERNSHIPS (a supervised work/study project in a nonacademic environment), with the consent of the instructor and the cooperative agency.



CHEMISTRY

Professor John W. Coutts: Physical Chemistry. Quantum Chemistry.
Professor William B. Martin (Chairperson): Organic Chemistry. Biochemistry. Enzyme Inhibition.
Professor Martin L. Thompson: Inorganic Chemistry. Main Group Synthesis.
Instructor Daniel F. Coughlin: Analytic Chemistry.
Instructor Laura K. Klingbeil: Organic Chemistry. Synthesis.

The Chemistry Department at Lake Forest College offers a curriculum designed to meet several goals. One of these is to provide some depth and breadth in understanding the important modern principles and theories in all areas of modern chemistry; this should equip a student with the experiences necessary to correlate, integrate, and explore both familiar and unfamiliar areas of science and of chemistry in particular. A second goal is to provide our students with an exposure to scientific thought and method and to some practical applications of chemistry in modern society.

To achieve these goals, courses are provided which deal specifically with inorganic, organic, physical, analytical, and biological chemistry. A few courses are also available especially for the non-scientist. Our curriculum provides an appropriate experience for students with a variety of educational and vocational objectives: students who take courses in our department prepare for careers in chemistry with or without subsequent graduate study; in other sciences, such as biology or physics; in medicine, dentistry, nursing, veterinary medicine, and health sciences in general; in less directly related areas, such as business, sales, law, or public service. Some students choose chemistry to be equipped to reason scientifically or simply to gain a broad base in their education. The Chemistry Department is well prepared to meet its objectives in terms of staffing, equipment, and library holdings. The faculty is diverse in areas of expertise, and our instrumentation is modern and unusually complete. Instrumentation includes a nuclear magnetic resonance spectrometer; an atomic absorption spectrometer; gas and liquid chromatographs; several infrared, ultraviolet, and visible spectrophotometers; a variety of apparatus, such as high efficiency distillation columns, vacuum lines, and hydrogenation equipment, microcomputers, and instruments for electroanalysis. All of this equipment is accessible to students at suitable levels in course work and research. Thus, all students are given oppor-

tunities by means of courses, independent studies, individual student-faculty contacts, and broad use of instrumentation to develop appropriate proficiency in chemistry.

The department is on the approved list of the American Chemical Society and has an active chapter of the Student Affiliates of the American Chemical Society, which sponsors a variety of activities including a speaker program throughout the year.

A minimum major in chemistry consists of eight course credits, which must include the following seven: 110, 111, (1½ credits each), 220, 221, 320, 321; the eighth chemistry course credit must be at or above the 300 level. Courses intended specifically for the non-science major are not applicable toward the major (i.e., 100, 102, 104, 106). In addition to these requirements, a chemistry major is required to take Mathematics 110 and 111, and Physics 120 and 121. Students planning to do graduate study in chemistry should take more than the minimum in chemistry, and additional courses in molecular biology, physics, and mathematics may be appropriate, depending on the area of intended graduate specialization. Mastery of computer programming is highly desirable, and reading knowledge of German may be helpful to upper level studies. During both the summer and academic year, our chemistry majors frequently engage in junior and senior level research projects.

Students wishing to graduate with American Chemical Society Certification must meet the following requirements: Credit in Chemistry 110-111, 220-221, 320-321, 410, 420; three additional advanced courses, chosen from Chemistry 330, 430, Research, or approved advanced courses in mathematics, physics, computer studies, statistics, or molecular biology; (the advanced courses must include at least 40 hours of laboratory, or 75 hours in the case of Research.)

***100 FROM ATOMS TO GALAXIES**

A survey of the nature of the universe, ranging from the smallest of objects to the largest. Includes basic principles of physics, astronomy, and chemistry, with interrelationships explored. No laboratory. (Not offered in 1985-86.)

***102 ENVIRONMENTAL CHEMISTRY**

Exploration of those aspects of chemistry dealing with interactions between living systems and the rest of the earth, focusing on how chemistry affects natural processes; relevant background from other sciences included. No laboratory. (Not offered in 1985-86.)

***104 CHEMISTRY AND LIFE**

Provides sufficient background in chemical principles to allow investigation of topical issues. Chosen topics may include nutrition, food additives, energy problems and alternatives, pollution, and polymers. No laboratory. (Not offered in 1985-86.)

***106 ENERGY AND YOU: AN ECOLOGICAL APPROACH**

Focuses on fundamental concepts related to energy including supplies, generation, interconversion, ecological aspects, and future prospects. Energy is examined primarily from the view of basic scientific principles, but also from historical, political, economic, and sociological perspectives. (Not offered in 1985-86.)

110 GENERAL CHEMISTRY I (1½ credits)

F Mr. Coutts, Mr. Coughlin

Stoichiometry; atomic and molecular structure; chemical bonding; properties and theories of gases, liquids, solutions, solids; introductory kinetics and thermodynamics. Lab involves introductory quantitative techniques and analysis. Five class meetings, one lab per week.

111 GENERAL CHEMISTRY II (1½ credits)

S Mr. Coutts, Ms. Klingbeil, Mr. Coughlin

Fundamental equilibrium considerations of gases and ionic solutions; applications of equilibria to quantitative and qualitative analysis; coordination compounds, electrochemical and spectrochemical methods of analysis and basic methods of separation. Laboratory includes qualitative and quantitative analysis and introductory instrumental methods. Prerequisite: Chemistry 110. Five class meetings, one lab per week.

220 ORGANIC CHEMISTRY I F

Mr. Martin, Ms. Klingbeil

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; aromaticity; stereochemistry; nature of organic reactions; fundamental experimental methods, infrared spectroscopy, and gas chromatography. Prerequisite: Chemistry 111 or consent of instructor. Three class meetings, one lab per week.

221 ORGANIC CHEMISTRY II S

Mr. Martin, Ms. Klingbeil

Addition, substitution, and elimination reactions; molecular rearrangements; radical reactions; oxidations and reductions; carbohydrates, proteins, and other polymers; organic synthesis; infrared and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 220 or consent of instructor. Three class meetings, one lab per week.

300 BIOCHEMISTRY F Mr. Martin, Ms. Hansen

Offered jointly with the Biology Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure, enzyme action, carbohydrate metabolism, and a brief survey of biological molecules. Prerequisite: Chemistry 220, Biology 151, or permission of instructors. Three class meetings and one laboratory per week. (Identical to Biology 301.)

310 INTERMEDIATE ORGANIC CHEMISTRY

S Mr. Martin, Ms. Klingbeil

Variable content, with topics selected from the following: proteins and other macro-molecules, enzymic reaction mechanisms; photochemistry; radical reactions; organic reaction mechanisms. Project-type experimental work, including spectroscopic methods. Prerequisite: Chemistry 221. Three class meetings, one laboratory per week. (In alternate years. Offered in 1985-86.)

320 PHYSICAL CHEMISTRY I F Mr. Coutts

Derivation of thermodynamic state variables and their application to the prediction of direction and extent of chemical reactions; homogeneous and heterogeneous equilibria; phase diagrams; introductory statistical thermodynamics. Prerequisite: Chemistry 221 and Mathematics 111, Physics 121. Three class meetings, one lab per week.

321 PHYSICAL CHEMISTRY II S

Mr. Coutts

Kinetic molecular theory; chemical kinetics; solution phenomena; crystal structures, electrode processes. Prerequisite: Chemistry 320 or consent of instructor. Three class meetings, one lab per week.

330 QUANTUM CHEMISTRY AND MOLECULAR STRUCTURE S

Mr. Coutts

Introductory quantum mechanics, emphasizing nature of chemical bonding; determination of molecular structure through spectroscopic and related techniques; introductory group theory, as applied to chemical topics. Prerequisite: Chemistry 320 or consent of instructor. Three class meetings per week.

410 INSTRUMENTAL ANALYSIS F

Mr. Coughlin

Theory and techniques of instrumental analysis in analytical chemistry. Basic electronics; electroanalytical chemistry; optical spectroscopy (UV, Fluorescence, FT-IR, Raman); structural analysis using C-13 N.M.R. and mass spectroscopy; modern chromatographic techniques; kinetic methods of analysis and optimization techniques (simplex and factorial analysis). Prerequisite (or co-requisite, with permission of instructor): Chemistry 320. Three class meetings and one laboratory per week.

420 INORGANIC CHEMISTRY

Concepts in inorganic chemistry, with emphasis on structure, bonding, and reactivity; molecular orbital theory; electron deficient molecules, coordination compounds, organometallic chemistry; descriptive chemistry used to demonstrate applications of principles and periodic relationships. Laboratory work involves synthesis, analysis, and reactions using specialized techniques. Prereq-uisite or co-requisite: Chemistry 321. Three class meetings, one laboratory per week. (Not offered in 1985-86.)

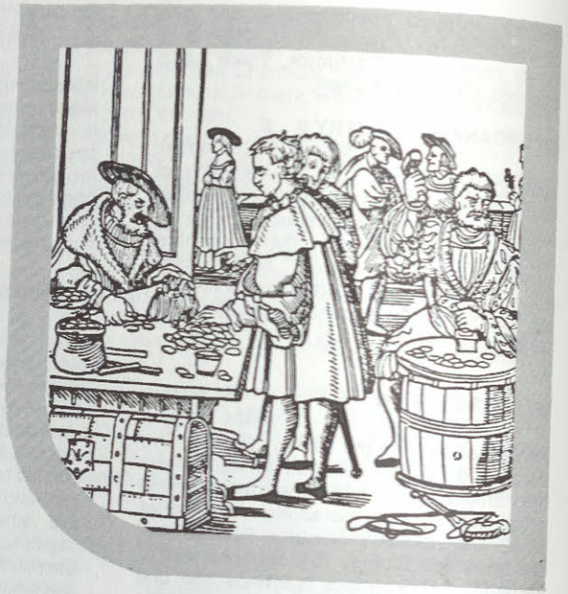
430 ADVANCED ORGANIC CHEMISTRY

Theoretical treatment of familiar topics of organic chemistry; quantitative correlations of reaction rates and equilibria, focusing on effects of substrate structures and media changes on reactivity. Prerequisite: Chemistry 221 and 321. Three class meetings per week. (In alternate years. Not offered in 1985-86.)

450 RESEARCH, INDEPENDENT STUDY

490 SENIOR THESIS

*Note: Chemistry 100, 102, 104 and 106 are independent courses designed for students with no previous science background.



ECONOMICS AND BUSINESS

Professor William Moskoff (Chairperson): Principles. Price Theory. History of Economic Thought. Soviet Economics. Comparative Systems.
Associate Professor Robert Baade: International Trade and Finance. Macroeconomics Theory. Political Economy. Comparative Systems.
Assistant Professor Les R. Dlabay: Accounting. Marketing. Capital Budgeting. Finance.
Assistant Professor Richard F. Dye: Principles. Intermediate Macro. Public Finance, Urban Economics, Industrial Organization.
Assistant Professor Janet S. Greenlee: Accounting, Management.
Assistant Professor Cheryl Ross: Accounting. Management.
Assistant Professor Deistl Ross: Finance
Instructor Carolyn T. Crane: Intermediate Macro Theory, Statistics, Econometrics, Economic History, Labor.
Instructor Nader Nazmi: Econometrics, Statistics, Price Theory, Business and Economic Forecasting, Economic Development
‡Lecturer Marc P. Franson: Marketing.

The Department of Economics and Business has two majors, the economic one and the business one.

Economics Major

The study of economics is concerned with two basic questions faced in any human society: (1) how available resources are to be allocated among productive uses to yield the greatest total product, and (2) how the fruits of the productive processes are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these questions.

‡Part-time Teaching, 1985-86.

The study of economics at Lake Forest College can begin at either the freshman or sophomore year. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, at this level the course offerings include a number of problem or issue-oriented courses.

Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines. Also, internships in the Summer and Spring terms are available, involving off-campus experiences related to economics.

Economics majors from Lake Forest College have been admitted to some of the top graduate and professional schools in economics, business administration and law. Majors contemplating graduate or professional training are urged to consult with their economics department advisors concerning selection of courses.

The major in economics includes as a minimum, Economics 110, 210, and 220, plus any five other economics courses, three of which must be above 300. **Economics 110 is a prerequisite for all economics courses. Mathematics 105 or competency is a prerequisite for admission to Economics 210 and 220.**

In order to graduate with a degree in Economics, a student must have at least a "C" average in all courses that count for the major.

Internships do not count for distribution requirements, but do count for the major.

Economics Courses

110 PRINCIPLES OF ECONOMICS FS
Staff

Structure, function, and problems of the American economy, with emphasis on application of economic principles to analysis of current problems.

210 PRICE THEORY FS
Mr. Moskoff, Mr. Nazmi

Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included. Prerequisite: Math 105.

211 COMPARATIVE ECONOMIC SYSTEMS S Mr. Baade

Examination and analysis of the role of nonmarket direction of resouces in several countries: The Soviet Union, Eastern Europe, Scandinavia, France, and Great Britain.

212 RADICAL ECONOMICS

Critique of orthodox economics and the economic dimension of American society. Topics covered may include racism, imperialism, health, defense spending, zero economic growth, income distribution, pollution, and the economics of women. (Not offered in 1985-86.)

213 MONEY AND BANKING

Analysis of bank and non-bank financial institutions. Topics include the impact of the 1980 and 1982 deregulation and monetary control acts, the changing role of the Federal Reserve and the ability to conduct effective monetary policy, and bank asset and liability management. (Not offered in 1985-86.)

216 INDUSTRIALIZATION IN THE TWENTIETH CENTURY F Ms. Crane

The process of industrialization in the twentieth century is examined using the Industrial Revolution of Great Britain as a historical benchmark. The implications of economic, social and political institutions on the development of Less Developed Countries will be studied using several countries as case studies. Prerequisite: Economics 110.

220 MACROECONOMIC THEORY FS
Ms. Crane, Mr. Dye

Intermediate theory of macroeconomics. The determinants of aggregate production, prices, interest rates, and employment in macroeconomic models which combine the business, household, government and financial sectors. Prerequisite: Mathematics 105 or competency.

230 ECONOMIC STATISTICS F
Mr. Nazmi

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. (This course is comparable to Mathematics 150.)

240 URBAN ECONOMICS

Application of economic analysis to current problems in urban and suburban America, such as housing, transportation, growth and finance. (Not offered in 1985-86.)

250 HISTORY OF ECONOMIC THOUGHT F
Mr. Moskoff

An introductory survey of the historical evolution of economic concepts, with emphasis on the development of economic theory. The various schools of thought will be integrated into the broader social and political context of each historical period.

265 SOVIET ECONOMY F Mr. Moskoff

A description and analysis of methods of organizing and directing the Soviet economy, with particular emphasis on the role of central planning in industry and agriculture. Particular consideration is given to problems related to economic growth.

310 INDUSTRIAL ORGANIZATION S
Mr. Dye

Analysis of the behavior of firms under different industrial structures — competitive, monopolistic, and oligopolistic. An evaluation of government policies such as antitrust laws which seek to affect structure, conduct, and performance. Prerequisite: Economics 210.

320 MONETARY AND FISCAL POLICY S
Mr. Baade

Analysis and comparison of Keynesian, Neo-Keynesian, Neo-classical, and monetarist approaches to macroeconomic stabilization policy. Prerequisite: Economics 220. Junior or Senior standing.

325 BUSINESS AND ECONOMIC FORECASTING S Mr. Nazmi

The nature of business cycles and the uses of business indicators, consumer and business expenditure surveys in forecasting economic activity. Prerequisite: Economics 220 and Economics 230. (Identical to Business 325.)

330 ECONOMETRICS S Mr. Nazmi

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisite: Economics 230.

340 MANAGERIAL ECONOMICS
The economic modeling of particular firms for the purpose of solving specific management problems, with emphasis on the reasoning process and model construction. Prerequisite: Economics 210. (Not offered in 1985-86.)

345 CORPORATION FINANCE
Identification of the institutional setting in which the firm operates, and exploration of how the investment, financing and dividend decisions affect the objectives of the firm. Prerequisites: Business 130 and Economics 230. (Not offered in 1985-86.)

350 PUBLIC FINANCE F Mr. Dye

Theory and policy analysis of the effects of government spending and taxation on allocation and on the distribution of income. Current tax policy issues are given special attention. Prerequisite: Economics 210 or Economics 240 or consent of the instructor. (Cross-listed as Local and Regional 350.)

420 LABOR IN THE AMERICAN ECONOMY S Ms. Crane

Economics of the labor market. The labor problems of American industrial society, in the context of labor unions and collective bargaining. Prerequisite: Economics 210, or consent of instructor.

430 INTERNATIONAL ECONOMICS F
Mr. Baade

Principles, institutions, and policies of international trade and finance. Prerequisite: Economics 210 and 220. Junior or Senior standing.

485 SENIOR SEMINAR S Mr. Moskoff

The 1986 topic is The Great Depression. The seminar will be an analysis of the nature and causes of the depression in the U.S. as well as internationally. The social, political and economic outlook of the period will be examined. The seminar is open to seniors by invitation.

490 INTERNSHIPS IN ECONOMICS S (A*, B*) Ms. C. Ross

A work-study program which will provide an opportunity to supplement the academic with work experience in business, social, and government agencies, available Spring and Summer terms. Some internships have specific course prerequisites to be completed before the internship begins. Two course credits.

499 INDEPENDENT STUDY
Tutorials, research projects, senior theses are available forms of independent study, with the consent of the instructor.

*(A) first 7½ weeks.
*(B) second 7½ weeks.

Business Major

The business major is designed to provide the student with a basic understanding of the financial aspects of the business world. An introduction to the various concentrations in the study of business is also provided.

The study of business may begin at either the freshman or sophomore year. Students planning to major in business should have Mathematics 105 or equivalent before entering any business course. Accounting 130 and 231 are required for any advanced Finance course. Economics 110 is a prerequisite to all 200 level business courses.

The major consists of the following:

I. PERSPECTIVES IN HUMANITIES, SCIENCE & SOCIAL SCIENCE
(select one course in three of five categories)
A. Philosophy 203 (Ethics of Business & the Professions)
B. History/Politics: Politics 270 (Business & Society) or History 260 (American Business and Economic History)
C. Science: Chemistry 106 (Energy and You) or Physics 108 (The Energy Crisis) or other courses in the departments of Biology, Chemistry, or Physics as approved by the Chairperson of the Department of Economics and Business.
D. Psychology: Psychology 240 (Organizational & Industrial) or Psychology 325 (Consumers and Sellers)
E. Sociology: Sociology 217 (Sociology of Work) or Sociology 271 (Technology and Human Values)

II. MATHEMATICS
Mathematics 105 (Elementary Functions), required or competence, and one of the following:
Computer Studies 111 (Computer Programming I)
Mathematics 150 (Introduction to Probability Theory and Stat. Inference)
Economics 230 (Economic Statistics)

III. BUSINESS AND ECONOMICS REQUIREMENTS

Requirements	
	100 level
2 courses	Financial Accounting Principles of Economics
	200 level
3 courses, 1 being either Macro or Price Theory, and one being Finance	Managerial Accounting Finance Marketing Macroeconomic Theory Price Theory
	300 level
Any one course	Intermediate Accounting Investments Strategic Management Corporation Finance
	400 level
Any one course	Capital Budgeting Security Analysis Seminar Internships (do not count for distribution requirements, but do count for the major)

In order to graduate with a degree in Business a student must have at least a "C" average in all courses listed in Section III.

Business Courses

130 FINANCIAL ACCOUNTING FS
Mr. Dlabay, Ms. Greenlee, Ms. Ross
Methods, practices, and concepts underlying the communication of relevant financial information to external parties. Development of the accounting model, measurement processes, data terminology and classification, internal control; interpretation and uses of financial statements.

231 MANAGERIAL ACCOUNTING FS
Ms. Greenlee
Use of accounting information for evaluation of planning and control decisions. Topics include budgeting, cost-volume analysis, product costing, standards for planning, control, and performance measurement. Prerequisite: Business 130.

236 MARKETING FS
Mr. Dlabay, Mr. Franson
An introduction to the role of product planning, pricing, promotion, and distribution in business and nonprofit organizations: also included are social, economic, and political implications of marketing. Emphasis is on both theoretical concepts and practical applications. Prerequisite: Economics 110.

237 INTRODUCTION TO FINANCE FS
Staff
An examination of financial aspects of industry and on the use and evaluation of financial statements. Prerequisite: Accounting I.

325 BUSINESS AND ECONOMIC FORECASTING S
Staff
The nature of business cycles and the uses of business indicators, consumer and business expenditure surveys in forecasting economic activity. Prerequisites: Economics 220 and Economics 230. (Identical to Economics 325.)

330 INTERMEDIATE ACCOUNTING S
Ms. Greenlee
Accounting concepts, principles and theory with an emphasis on the special problems that arise in applying these concepts for external reporting. Prerequisite: Business 231.

340 STRATEGIC MANAGEMENT FS
Ms. Ross
An examination of the development of business policy. A study of the interrelationship of the external and internal environment in setting policy and the process of implementation. Prerequisites: Business 130 and any two 200 level Business or Economics courses.

360 INVESTMENTS F Staff
Studies the process of selecting among alternative financial assets from the viewpoint of the individual. Looks at such topics as the evaluation of risk and return, security markets and industry developments, futures trading, trading practices, and regulatory aspects. Prerequisite: Financial Accounting, Introduction to Finance and Economics 230 or Mathematics 150.

450 CAPITAL BUDGETING F Mr. Dlabay
Involves the study of advanced financial management and the evaluation of business investment opportunities. Topics include the discounting of cash flows, risk analysis, capital asset pricing, and financial leverage decisions. Prerequisite: Introduction to Finance and any 300 level Economics or Business course.

470 SECURITY ANALYSIS S(B) Staff
Examines such topics as the evaluation of corporate securities, financial statement analysis, the development of individual and institutional portfolios, and modern portfolio theory. Prerequisite: Business 360.

485 SENIOR SEMINAR S Mr. Dlabay
The 1986 course involves marketing research theory and applications. Emphasis will be on creation of research designs, survey instrument development, use of sampling procedures, and data analysis techniques. The seminar is open to senior business majors by invitation.

490 INTERNSHIPS S (A,B)
(Identical to Economics 490.)

EDUCATION

Professor Forest Hansen: Philosophy of Education.
**Professor Arthur Zilversmit: History of Education.
Associate Professor Phylis Frankel: Behavior Disorders and Learning Disabilities.
Psychology Applied to Education.
†††Associate Professor Mark J. Tierno (Chairperson): Curriculum Theory and Middle School Education.
Instructor Julie W. Massey: Clinical Experiences in Education.
‡Lecturer Florence Singer: Art Education.

The belief of the Education Department is that the best preparation for any teaching career — elementary or high school — is a broad and liberal education. Accordingly, all candidates for teaching certificates are required to take courses throughout the divisions of the college and to complete another academic major in addition to an Education major.

Since there is an expressed need for teachers who are specially prepared to work with students between the ages of 10 and 14, the Department of Education has developed a program that focuses on **teaching in the middle/junior high school** (grades 5-9). Students who complete the Lake Forest College Middle School Program will receive endorsement on their transcript and a special letter of recognition in their placement file.

Lake Forest College is also entitled by the state to prepare students for **certification in elementary schools** (grades K-9) **and high schools** (grades 6-12).

Students who are particularly interested in urban education may participate in the Urban Education Program of the Associated Colleges of the Midwest (ACM). ACM coordinates many offerings for students in nearby Chicago, including a new program leading to **bilingual (Spanish/English) certification** at either the elementary or secondary level.

Teacher candidates interested in elementary or secondary education are required to elect an academic major as well as meet the general education requirements outlined by the State Certification Board.

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†††Sabbatical Leave of Absence, Spring 1986
‡Part-time Teaching, 1985-86.
**Part-time Teaching, 1985-86 and Director of the MLS Program and Community Education

Lake Forest College also offers a six course program to prepare teachers for employment as professional educators in **independent boarding schools.** This sequence of courses may be started during either the sophomore or junior years and will culminate with a two month live-in internship at a boarding school located in either the East or the Midwest.

Those students who wish to complete a teacher education program at any teaching level must complete the requirements for admission to the certification program.

All students will complete a minimum of 100 clock hours of classroom experience with children prior to their student teaching. While many of these hours are accumulated during regular education classes, a variety of internships are also available.

Students who wish to study American education, but do not intend to teach may elect to take education courses without applying for the certification program.

The department elects students to Kappa Phi Kappa, national honor society in education.

Admission Procedures for the Illinois State Teacher Certification Program at Lake Forest College.

Sequence of Eight Steps leading to Teacher Certification — Elementary (K-9) or High School (6-12).

1. *Education* 210. The candidates must receive a grade of "B" or better in the course. Students who do not meet this requirement should request a meeting with the Chairperson of the Education Department to discuss further plans. The Chairperson may then recommend that the candidate arrange a special interview with the members of the Education Advisory Council.*
2. *Personal Interview.* A student who receives a grade of "B" or better in education 210 must then request an interview with two members of the Education Advisory Council and the Chairperson of the Department of Education to determine the student's goals for a teaching certificate and to determine whether or not the student appears to be the type of individual the teaching profession requires. If there is some doubt among the committee members about the potential of the student, a local school principal may be asked to interview the student.
3. *Admission to the Program.* Students who meet these criteria are then officially admitted to the program leading to teacher certification: admission is noted on the students' transcripts.
4. *Coursework.* (See the Chairperson of the Department for documents that describe coursework requirements of LFC and the State of Illinois for the type of certificate sought.)
5. *Application for Student Teaching.* Once the student has completed all of the required coursework (or shows proof of registration), he or she must then supply to the Education Advisory Council* the following information:
   a. a letter of recommendation from his/her academic advisor
   b. his/her LFC transcript showing a 2.5 grade point average
   c. proof that he/she has completed a minimum of 100 hours of clinical experiences that involved direct contact with children and teachers — usually accomplished in Ed 303 or 313
   d. by *unanimous consent the Education Advisory Council* may waive the grade point average requirement*
6. *Acceptance Into Student Teaching.* Students who meet the criteria will be notified that they have been accepted into the student teaching program.
7. *Student Teaching.* See course descriptions for Ed 418 and 420. Students must receive credit for the course in order to be eligible for certification.

*Members of the Education Advisory Council, 1985-86: Mr. Tierno, Mr. Hansen, Mr. Garneau, Ms. Frankel, Mr. Mitchell, Mr. Speros, Mr. Weik, Mr. Zilversmit, Ms. Massey, Ms. Singer, and 3 student members, Beth Fay, Anne Reagan, Julie Seese, Amy Boba (Alternate).

8. *Application for a certificate.* In the term preceding graduation (or during the term in which student teaching was completed) the student will complete the necessary forms and pay a $20.00 fee at the Registrar's Office.

State of Illinois — Standard Elementary Certificate (K-9)
(Recognized and Approved 12/30/68; 6/20/80; 9/23/83)

A. General Education	
1. Language Arts (English, Composition, Speech and/or Drama)	3 courses
2. Science	2 courses
3. Social Science (including one course in American History or American Government)	2 courses
4. Humanities (including minimum of ½ course Music, ½ course Art)	1½-2 courses
5. Mathematics	2 courses
6. Electives in any of the above fields and/or psychology (except Educational Psychology)	3 courses
7. Academic Major (any available at LFC)	8 courses (minimum)
B. Professional Education: Elementary	
1. Observing the Schooling Process	1 course (Ed. 210)
2. Philosophy of Education, or, Education in American Society and Thought	1 course (Ed. 220 or Ed. 270)
3. Psychology Applied to Education	1 course (Ed. 318)
4. Art Education (Applied to Humanities and general education)	½ course (Ed. 312)
5. Seminar and Fieldwork in Elementary Reading Methods	1 course (Ed. 303)
6. Health Education	1 course (Ed. 314)
7. Methods and Materials of Teaching in the Elementary Grades	1 course (Ed. 417)
8. Student Teaching in the Elementary Schools	3 courses (Ed. 418)

State of Illinois — Standard Secondary Certificate (6-12)
(Recognized and approved 12/30/68; 6/20/80; 9/23/83)

A. General Education	
1. Language Arts (English, Composition, Speech and/or Drama)	2 courses
2. Science and/or Mathematics	2 courses
3. Social Science (including American History and/or American Government)	2 courses
4. Humanities (Art, Music, Foreign Language, Philosophy, Religion, Literature)	2 courses
5. Electives in any of the above fields including psychology (except Educational Psychology)	3 courses
***6. Academic major (English, French, German, Spanish, History, Mathematics, Natural Science/Biology, Natural Science/Chemistry, Natural Science/Physics, Social Studies/American Studies, Social Studies/Economics, Social Studies/History, Social Studies/Politics, Social Studies/Sociology & Anthropology, Social Studies/Psychology)	8 courses minimum
B. Professional Education: Middle School/Jr. High/High School (R) = required (E) = elective	
Section I:	
(R) Observing the Schooling Process (prerequisite to courses in Section II)	1 course (Ed. 210)

***LFC is entitled by the State of Illinois to prepare students for high school (6-12) teaching certificate in these subjects *only*. Descriptions of specific course requirements for each subject are available from the Chairperson of the Department of Education.

Section II: Courses are open to those who have completed Ed. 210

(R) Philosophy of Education, or,	1 course (Ed. 220)
(R) Education in American Society	1 course (Ed. 270)
(R) Seminar and Fieldwork for Reading in the Content Areas	1 course (Ed. 313)
(E) Guidance Skills for Classroom Teachers (required for middle school program)	1 course (Ed. 330)
(E) Advanced Field Work and Research Internship (may be taken more than once)	1 course (Ed. 311)
(E) Special Topics in Teaching Grades 5-8 (required for middle school program)	1 course (Ed. 317)

Section III: The following courses are open only to juniors and seniors who have completed the Section II courses. Exceptions are made for transfer students and others who seek flexibility in their scheduling.

(R) Psychology Applied to Education	1 course (Ed. 318)
(R) Health Education	1 course (Ed. 314)
(E) Special Studies in Education	1 course (Ed. 415)
(R) Curriculum Design and Instructional Methods for Middle School/Jr. High/High School Teachers (Must be taken before 420.)	1 course (Ed. 419)
(R) Student Teaching: Middle School/Jr. High/High School (3 course credits)	3 courses (Ed. 420)

Middle School Teacher Preparation

The Middle School Teacher Preparation at Lake Forest is a combination of courses required for State of Illinois Elementary or Secondary Certification and additional courses which focus specifically on the 10-14 year old in grades 5-8. The Middle School Teacher Preparation curriculum includes the following required courses:

1. Guidance Skills for Classroom Teachers	1 course (Ed. 330)
2. Special Topics in Teaching Grades 5-8	1 course (Ed. 317)
**3. Reading in the Content Areas	1 course (Ed. 313)
**4. Curriculum Design and Instructional Methods for Middle School and High School Teachers	1 course (Ed. 419)
**5. Student Teaching: Grades 5-8	3 courses (Ed. 420)

The following elective is available:

1. Internship in Middle School Teaching	1-4 courses (Ed. 311)

The Boarding School Teacher Education Program

The Boarding School Teacher Education program at Lake Forest is a combination of courses which have been selected to help prepare people who wish to embark upon a career as teachers in the private boarding school environment. The following courses are required for this program:

1. Observing the Schooling Process	1 course (Ed. 210)
2. Philosophy of Education or Education in American Society and Thought or Psychology Applied to Education	1 course (Ed. 220) (Ed. 270) or (Ed. 318)
3. Guidance Skills for Classroom Teachers	1 course (Ed. 330)
4. Curriculum Design and Instructional Methods for Middle School/Junior High and High School Teachers	
5. Advanced Field Work	1 course (Ed. 419) 2 courses (Ed. 411)

**These courses are also required for the State Secondary Teaching Certificate.

210 OBSERVING THE SCHOOLING PROCESS F Mr. Tierno

An introduction to the teaching-learning process from pre-school through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus upon developing competencies in educational library research and writing skills. (Cross-listed as Writing on Special Topics 210.)

220 PHILOSOPHY OF EDUCATION

Survey of contemporary theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Also listed as Philosophy 220. Not offered in 1985-86.)

227 WRITING SKILLS FOR TEACHERS

Students will examine the process of writing by composing short papers and by evaluating the writing of others, including papers written by high-school students. Class members will observe writing instruction in area schools and will both observe and tutor in the College's Writing Center. Lectures, reading, and discussion coupled with practical experience will allow students to explore such topics as grammar, patterns of organization, the research paper, making good assignments, and grading papers effectively. (Not offered in 1985-86. In 1985-86 Linguistics 350 may be substituted for Education 227. See departmental chairperson for details.)

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT F Mr. Zilversmit

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Also listed as History 270.)

303 SEMINAR AND FIELDWORK IN ELEMENTARY READING METHODS F Ms. Massey

Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Alternative approaches to reading and language arts instruction including teaching students with language differences or learning difficulties are stressed. This course includes a major fieldwork component, involving both observation and teaching in an elementary school, as well as weekly seminars.

311, 411 ADVANCED FIELD WORK AND RESEARCH FS Ms. Massey, Mr. Tierno

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is required.

***312 ART EDUCATION F½** Ms. Singer

The media and methods of teaching elementary school art. Required only for elementary certification and applicable under State General Education Requirements, Art. One half course.

313 SEMINAR AND FIELDWORK FOR READING IN THE CONTENT AREAS F Mr. Tierno

Multiple approaches to the teaching of reading, characteristics of basic language learning, and the application of learning theories and models to the teaching of language and reading in the content areas. This course includes a major fieldwork component involving both observation and teaching in a secondary school as well as weekly seminar meetings.

314 HEALTH EDUCATION S Ms. Massey

Emphasis upon the relationship between education and physical, emotional, and moral growth and development from childhood through adolescence. Topics stressed include approaches to establishing a positive and healthy classroom environment; issues related to teaching in multicultural settings; and methods of teaching about sex, drugs, alcohol, and other health-related issues. Required for both elementary and secondary certification candidates. Intended primarily for juniors and seniors who plan to complete certification. Open to others with permission of the instructor.

***This course required for certification does not carry graduation credit, but will be given recorded credit on the student's academic record and may be taken in addition to the regular course load. No tuition fee charged for this course.

317 TOPICS IN TEACHING GRADES 5-8 (MIDDLE SCHOOL/JUNIOR HIGH SCHOOL)

Emphasizes the importance of developing special skills, competencies, and understandings for teaching middle school/junior high students. The history, philosophy, and current practices of the middle school are explored through active research. (Not offered in 1985-86.)

318 PSYCHOLOGY APPLIED TO EDUCATION S(A)* Ms. Frankel

Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. (Identical to Psychology 318.) Open to underclassmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 or permission of instructor.

325 SEMINAR IN TEACHING AND LEARNING THROUGH THE ARTS

Through reading, discussion and hands-on experience, students will learn about the artistic process as a fundamental mode of inquiry and problem-solving. Students will then examine ways in which the artistic process — as a complement to the scientific, mathematical and historical processes — can be integrated more systematically into the mainstream of elementary and secondary education. Seminar will include lecture/demonstration by artist-teachers in drama, music and studio art. Prerequisite: Education 312 or permission of the instructor. (Not offered in 1985-86.)

330 GUIDANCE SKILLS FOR CLASSROOM TEACHERS

A learning experience in the development of practical skills, such as values clarification, and group and individual counseling techniques. The focus is on fostering human relations in the classroom. (Required for middle school program. Not offered in 1985-86.)

415 SPECIAL STUDIES IN EDUCATION
F Mr. Tierno

Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Juniors and Seniors.

417 TEACHING ELEMENTARY GRADES: METHODS AND MATERIALS
F Ms. Massey

Taken prior to student teaching. Stresses practical skills of classroom teaching, including teaching elementary students with special needs.

418 STUDENT TEACHING/ELEMENTARY SEMINAR S Ms. Massey

Full day supervised teaching for 14 weeks in cooperating school. Triple course credit. Permission of Education Advisory Council required.

419 CURRICULUM DESIGN AND INSTRUCTIONAL METHODS FOR MIDDLE SCHOOL/JUNIOR HIGH AND HIGH SCHOOL TEACHERS
F Mr. Tierno

Stresses the practical use of educational theory in the classroom by focusing on lesson and course planning, evaluation, management, and the teaching of students with special needs. Also explores the American high school and middle school today. Prerequisites: Education 210, 220 or 270, 313, 314, or permission of instructor.

420 STUDENT TEACHING/SECONDARY SEMINAR S Ms. Massey

Full day supervised teaching 14 weeks in cooperating school. Triple course credit. Permission of Education Advisory Council required.

*7½ week course

ENGLISH

Professor Kenneth C. Bennett (Chairperson): English literature, the Nineteenth Century. Modern drama and dramatic theory.
Professor Rosemary E. Cowler: English literature, late Renaissance and Eighteenth-Century. Literary theory.
†Professor Ann Louise Hentz: English literature, the Renaissance. Modern poetry. Women writers.
Professor W. Gordon Milne: American literature. Nineteenth and Twentieth-Century fiction.
Associate Professor Robert M. Greenfield: Comparative literature. Modern literature. Folklore. Social theory.
**Assistant Professor Diane M. Ross: English literature, Medieval and Renaissance. History of the English Language. Creative Writing.
Assistant Professor Nance Van Winckel: Creative writing (poetry and prose); Expository writing.
‡Lecturer Gertrude Grisham: Director of the Writing Center and Lecturer.
‡Lecturer Mary Gray Hughes: Creative writing.
‡Lecturer Robert Orr: Film studies.
‡Lecturer Bernice G. Vignocchi: American Literature, Modern Poetry

The department is essentially a department of literature, though this in itself entails a concern for writing and there is provision for a writing concentration within the major.

Considering literature broadly as "that which distills, preserves and then enlarges the experience of a people," we in the English-speaking world are the inheritors of a great literary tradition, perhaps the richest in western history. This is the subject matter of English study.

†Sabbatical Leave of Absence.
‡Part-time Teaching, 1985-86.
**Leave of Absence, Fall Term, 1985

For the reader as well as the writer there is the study of techniques of effective communication and the cultivation of imaginative perception and, for the writer, expression.

A college major in English, then, in addition to comprising studies which are liberal and humane and thus appropriately "educative" ends in themselves, provides useful general preparation for employment by developing sensitivity to language and strong communication skills. For beyond the career opportunities in fields traditionally associated with the study of English — teaching, professional writing, editing and publishing — there is an expanding market in business and elsewhere for those who can read and write well in an age when most cannot.

Within the department a student may major either in the traditional literature program or in writing, focusing there either on creative or expository writing. The requirements for both majors include, initially, the introductory course, 105 (prerequisite for all advanced courses but not counted toward the major), and a three-term sequence in English literature: 200, 201, and 202 — to be taken in chronological order. In addition, the literature major must take one period course (300, 301, 302, 303, 304, 305, 306, or 400); the senior integrating course (450); one course chosen from among the following: 203, 204, 206, 207, 220, or any other of the period courses; and at least two other English courses as electives. For the writing major, further requirements include one course in American Literature (203, 204, or 205); the appropriate writing courses (for imaginative writers 240, 241, or 242, 340, and 440; for expository writers 243, an internship or some other practical experience, and 440), with the final course (440) including a culminating project; and at least one more English course as an elective. (English 341, "Advanced Writing Workshop," may be taken only beyond the eight required courses for writing majors.)

Once the student has declared a major he or she will, in consultation with an advisor, work out an appropriate program from among various period and genre courses, colloquia, independent studies, writing courses, film courses, and electives in related fields. Literature majors who plan, upon consultation with their advisor, to do graduate work should orient their programs toward the period courses and should have a reading knowledge of at least one modern foreign language, preferably French or German.

The department offers a range of courses attractive to the non-major as well as to the major. Writing courses include English 100 (Composition) and English 240, 241, 242, and 243 for those with the proper background. While the general level of courses is indicated by the numberings, many 200 level courses are open to freshmen, especially in the spring, with some also open to qualified freshmen in the fall. With the exception of the introductory courses 100 and 105, all English courses are open to upperclassmen. **Writing courses require the submission of a writing sample to the instructor.**

Those special studies courses, the topics of which vary from year to year (223, 224, 326, 350, and 400) may be taken more than once, but majors may count them only once toward the minimum major of eight courses.

100 ENGLISH COMPOSITION FS Staff

Designed for freshmen and other students (upon consultation with the Director of the Writing Center) who need practice in writing effective expository and argumentative prose. Includes study of research skills. Emphasis on methods of developing papers and achieving unity and coherence, as well as on grammar, usage, and other fundamentals of English. (Does not apply toward the major. Not open to upperclassmen.)

101 WRITING CENTER TUTORIAL FS

To improve expository writing skills, students will meet individually with the Director of the Writing Center each week for two semesters, one course credit to be granted upon completion of the second consecutive term. Assignments will vary with individual needs, with students writing diagnostic tests at the beginning and end of the course and maintaining a file of written work. (Does not apply toward the major.)

105 INTRODUCTION TO LITERATURE FS

Staff

An introduction to literature through the study of such genres as poetry, the short story or short novel, and drama. Required for beginning English majors. (Not open to upperclassmen.)

200 ENGLISH LITERATURE I: THE MIDDLE AGES AND THE RENAISSANCE FS

Ms. Cowler, Ms. Ross

The first of the three-term sequence in the English tradition, in which such major figures as Chaucer, Shakespeare, and Spenser are seen against the background of the literature of the two periods.

201 ENGLISH LITERATURE II: THE SEVENTEENTH AND EIGHTEENTH CENTURIES FS Ms. Cowler

The continuing study of the English tradition through the 17th and early 18th centuries with such important late Renaissance poets as Donne and Milton and such neo-classical writers as Pope and Swift. Prerequisite: English 200.

202 ENGLISH LITERATURE III: THE ROMANTIC, VICTORIAN, AND EARLY MODERN PERIODS FS Mr. Bennett

The last of the sequence, bringing the study of English literature through the later 18th century and the 19th century to the early moderns. Prerequisite: English 200 and 201.

203 AMERICAN LITERATURE I: EARLY AMERICAN LITERARY CULTURE

The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics. (Not offered in 1985-86.)

204 AMERICAN LITERATURE II: STUDIES IN 19TH CENTURY AMERICAN LITERATURE F Mr. Milne

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, Twain.

205 AMERICAN LITERATURE III: STUDIES IN 20TH CENTURY AMERICAN LITERATURE S Mr. Milne

Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, Dos Passos.

206 WORLD LITERATURE I: MASTERPIECES OF LITERATURE, ANCIENT AND MEDIEVAL

The orgins of western literary tradition traced through such classic figures as Homer, Virgil, Dante, and Chaucer, and through selected examples from Greek drama and medieval drama and romance. (Cross-listed as Comparative World Literature 206. Not offered in 1985-86.)

207 WORLD LITERATURE II: EUROPEAN CLASSICS OF THE RENAISSANCE AND ENLIGHTENMENT

Study of such major figures as Montaigne, Cervantes, Shakespeare, Milton, Racine, Molière, and Voltaire. (Cross-listed as Comparative World Literature 207. Not offered in 1985-86.)

208 WORLD LITERATURE III: EUROPEAN CLASSICS OF THE LATE 18TH AND 19TH CENTURIES S

Mr. Greenfield

Readings in such major 19th century and early "modern" authors as Goethe, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, Ibsen and Mann. (Cross-listed as Comparative World Literature 208.)

215 MYTH AND LITERATURE

An examination of the ways in which literature derives from, alters, and creates myth. Readings drawn from the Bible, classical mythology, Arthurian legend, medieval and modern literature. (Cross-listed as Comparative World Literature 215. Not offered in 1985-86.)

220 SHAKESPEARE S Mr. Bennett

Selected plays to show Shakespeare's variety; intensive analysis of either "King Lear" or "Hamlet."

221 CONTEMPORARY LITERATURE F

Mr. Greenfield

Literature of both East and West, drawn mainly from writings of the last thirty years, including works by Mishima, Kawabata, Lagerkvist, Dürrenmatt, and Grass. (Cross-listed as Comparative World Literature 221.)

222 INTRODUCTION TO FOLKLORE S

Mr. Greenfield

An introduction to various kinds of folklore — fables, riddles, tall stories, fairy tales, trickster tales, legends, folk songs, superstitions and magic formulas — and an exploration of present-day literary and popular use of folklore. (Cross-listed as Comparative World Literature 222.)

223 LITERARY TYPES AND TRADITIONS

Investigation of the development and character of some genre or form of literature: tragedy, comedy, satire, biography, the lyric, the short story. (Cross-listed as Comparative World Literature 223. Not offered in 1985-86.)

224 SPECIAL STUDIES
Intensive analysis of the works of one, two, or three important literary figures or the detailed study of a single major work. (Not offered in 1985-86.)

225 WOMEN WRITERS
Women writers of the 19th and/or 20th century. The 19th century might include writers such as the Brontës, Gaskell, Eliot, Dickinson; the 20th century, writers such as Woolf, Cather, Plath, Rich. (Not offered in 1985-86.)

227 WRITING SKILLS FOR TEACHERS
Students will examine the process of writing by composing short papers and by evaluating the writing of others, including papers written by high-school students. Class members will observe writing instruction in area schools and will both observe and tutor in the College's Writing Center. Lectures, reading, and discussion coupled with practical experience will allow students to explore such topics as grammar, patterns of organization, the research paper, making good assignments, and grading papers effectively. (Also listed as Education 227. Not offered in 1985-86.)

228 INTRODUCTION TO FILM STUDIES
F Mr. Orr
Introductory course in film studies that examines structure and technique. Readings and discussions about particular films will emphasize how films communicate; how they achieve their dramatic purpose.

240 CREATIVE WRITING — FICTION S
Ms. Hughes
A beginning course in the craft of the short story. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample.

241 CREATIVE WRITING — POETRY F
Ms. Van Winckel
A beginning course in the craft of poetry. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample.

242 CREATIVE WRITING — PLAYWRITING AND SCREENPLAY WRITING F
Ms. Mason
A beginning course in the craft of dramatic writing. Problems of writing for screen and stage will be studied. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample. (Cross-listed as Theatre 242.)

243 EXPOSITORY WRITING S
Ms. Van Winckel
A course for the students wanting increased proficiency in expository prose. Prerequisite: Approval of a writing sample.

300 MEDIEVAL STUDIES: THE CHAUCERIAN AND ARTHURIAN TRADITIONS S
Ms. Ross
This course will consider two overlapping traditions of medieval narrative: The courtly romance culminating in Malory's *Le Morte D'Arthur,* and the realistic or bourgeois narrative characteristic of Chaucer. Readings will also explore the continental roots of the English masterpieces, including selections (in translation) from Boccaccio, Chretien de Troyes, and *The Romance of the Rose.* Prerequisite: English 200. (Cross-listed as Comparative World Literature 300.)

301 THE RENAISSANCE: AGE OF EXPERIMENT
A study of Renaissance literary art in prose, poetry, and drama, culminating in the great Elizabethans. (Not offered in 1985-86.)

302 JOHN DONNE AND HIS CONTEMPORARIES F
Ms. Cowler
Literature of the earlier 17th century with close study of works of Donne, Herbert, Jonson, Burton, Browne, and others in the "Baroque" tradition.

303 THE AGE OF SATIRE: THE POPE-SWIFT CIRCLE
The principal neo-classical writers, including the Restoration dramatists and Dryden; the Augustans; and Johnson, Fielding, and Sheridan. (Not offered in 1985-86.)

304 THE ROMANTIC PERIOD
Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era. (Not offered in 1985-86.)

305 VICTORIAN LITERATURE
Masterpieces of fiction, non-fiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Set in the background of the age itself. (Not offered in 1985-86.)

306 THE ENGLISH NOVEL
Development of the novel; representative works by major figures from Defoe through Conrad. (Not offered in 1985-86.)

320 MODERN DRAMA
Innovative trends in theater of the 20th century: Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Dürrenmatt, Anouilh, Genet, Ionesco, Beckett, Pinter, and others. (Not offered in 1985-86.)

321 MODERN FICTION S
Mr. Milne
An exploration of modern fiction as it has developed in the late 19th and 20th centuries — including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. (Cross-listed as Comparative World Literature 321.)

322 MODERN POETRY
Major figures in English and American poetry of this century. (Not offered in 1985-86.)

326 INTERDISCIPLINARY STUDIES: THE ADOLESCENT IN MODERN FICTION
A comparative and interdisciplinary exploration of selected topics. (Cross-listed as Comparative World Literature 326. Not offered in 1985-86.)

328 SPECIAL TOPICS IN FILM
A study of the evolving Hollywood studio system with particular emphasis on the contemporary scene. Films illustrative of themes and changes in historical direction will be shown and discussed. No previous film course background required. (Not offered in 1985-86.)

340 WRITING WORKSHOP F
Ms. Van Winckel
An intermediary creative writing course for skilled and experienced students who want increased proficiency. Prerequisite: English 240 or 241 or 242.

341 ADVANCED WRITING WORKSHOP
A second intermediary creative writing course for students with considerable skill and experience who want further practice and proficiency. Prerequisite: English 340. (Not offered in 1985-86.)

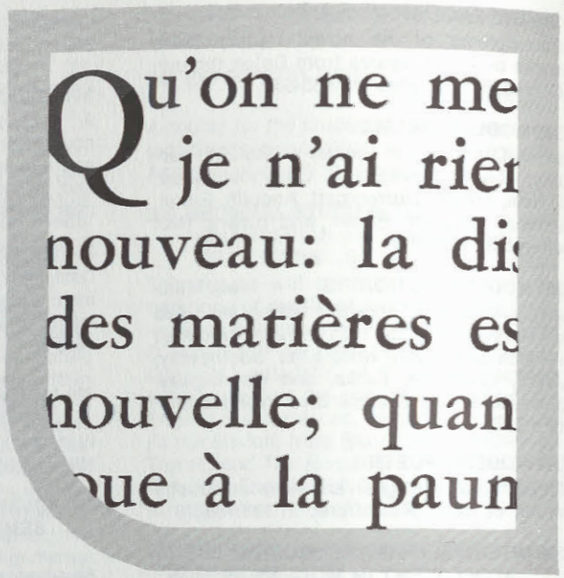
350 JUNIOR COLLOQUIUM
Designed to permit study of a literary movement, a problem in aesthetics and literary criticism, or a selected theme. (Not offered in 1985-86.)

400 MAJOR BRITISH AND AMERICAN AUTHORS
Writers of eminence such as Chaucer and Milton. (Not offered in 1985-86.)

440 ADVANCED WRITING SEMINAR/TUTORIAL S(A)*
Ms. Van Winckel
An advanced course in which students complete their Senior Writing Projects by revising and polishing their previous creative and expository writing. Group discussion and individual conferences. Prerequisite: English 243 or 340.

450 THEORY OF LITERATURE F
Mr. Bennett
Important critical modes and approaches to literature; an integrating experience for the senior major.

*7½ week course.



FOREIGN LANGUAGES AND LITERATURES

Associate Professor Jean-Luc Garneau (Chairperson): Linguistics, Littérature Québécoise. French literature of the 20th century. Translation.
Associate Professor Clayton Gray, Jr.: German language. Medieval, Nineteenth and Twentieth century German literature. Dutch language and literature. Comparative literature.
§Associate Professor George L. Speros: Spanish language. Peninsular Spanish literature and history. Contemporary Spanish politics.
Assistant Professor David George: Spanish Language, Latin American Literature, Portuguese Language, Theatre.
Assistant Professor Marja Warehime: French language. Nineteenth and Twentieth Century French Art and Literature.
Assistant Professor Liselotte Weingant: Comparative Literature. German Language. Modern German Literature. Women's Literature. Austrian Literature. Theory of the Novel.
Instructor Julia Kurtz: Spanish Language. Medieval Literature. Spanish for International Affairs.
‡Lecturer Nicole Zreczny: French Language. French for International Affairs.

The Department of Foreign Languages and Literatures offers course work in French, German, and Spanish. Its purpose is to equip students to read rapidly and accurately and to converse and write with an acceptable degree of fluency. it is also expected that the student will gain an insight into the cultural history and civilization represented by the language chosen and relate this to other studies in the liberal arts curriculum. Advanced level courses are designed to present a broad and fairly intensive study of each of the major literary periods and to perfect further the student's fluency in oral and written expression. Additional courses are offered in French, German, and Spanish literature in translation and are cross listed under "Comparative Literature." Courses in linguistics and civilization are available in English. Advanced students may participate in the internships offered in the three major languages.

Entering students desiring to continue with language studied in secondary school will be given a placement examination to determine the level at which they should continue the

§Associate Dean of the Faculty.
‡Part-time Teaching, 1985-86.

language in college. Each year of secondary school study is assumed to be the equivalent of one semester at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the first semester course at the intermediate level.

The Audio-Visual Center located in the Donnelley Library houses the foreign language cassette tapes, including not only textbook materials but also dramas, opera, poetry readings, lectures, and filmstrips in beginning, intermediate and advanced language, literature and civilization in the various languages offered.

There is on campus an active chapter of Phi Sigma Iota, the Foreign Languages Honor Society, which sponsors extra-curricular activities and prepares "Collages", a magazine of student writing in the Foreign Languages.

A major may be obtained in French, German, or Spanish with a concentration in language or literature, and will consist of a minimum of eight courses in the language chosen as a major. Other courses offered outside the language sections of the department are also required. Listed below are the specific requirements in each language. The requirements for teacher certification are the same as those for language concentration except that students working toward teacher certification may substitute courses in Writing Skills for Teachers (Education 219) or English As A Second Language for the 112 proficiency in another foreign language.* Courses numbered 210 and below will not count in the major. Courses 110, 112 and 210 or the equivalent are prerequisites to all other language courses in each language. In French and German course 230 is a prerequisite for all other literature courses. All courses numbered 210 and above are given in the foreign language, except for those courses listed as taught in English.

A student must receive a "C" or better in course 210 or have the permission of the instructor in order to take 230. A "C" or better, or permission of instructor, also is required in courses 230, 310 and 311 in order to take upper-level literature and language courses. *For qualified students who double major in a foreign language and a second discipline, the proficiency in another foreign language is optional.*

A French Studies Sequence is also offered. For a complete description of it refer to the section of the Bulletin on Interdisciplinary Majors and Sequences, Page 56.

The success of the domestic internship program has led to the establishment of the LFC International Internship/Study Abroad Program. Please see page 18 for details.

Minimum Requirements

FRENCH LANGUAGE CONCENTRATION
230; 240; 280; 290; 310; 311; 314; 410
One Linguistics course chosen from 101, 201, 202 or 350
112 proficiency in another foreign language***
Foreign Civilization 300
(Students with a double major in a foreign language and a second discipline, please note the special provisions stated above.)

FRENCH LITERATURE CONCENTRATION
230; 280; 290; 311; 314 or 410; and 3 literature courses at 300/400 level**
One Linguistics course chosen from 101, 201, 202 or 350
Comparative World Literature (CWL) 100; one course selected from offerings in foreign literatures in translation** or foreign civilization**

GERMAN LANGUAGE CONCENTRATION
230; 240; 295; 310; 311; 312; 410; and one literature course at 300/400 level
One Linguistics course chosen from 101, 201, 203 or 350
112 proficiency in another foreign language***
Foreign Civilization 201
(Students with a double major in a foreign language and a second discipline, please note the special provisions stated above.)

*For professional and general education requirements, please refer to section on Department of Education.
**Approval of departmental advisor required.
***High school equivalency may be applicable; approval of departmental advisor required.

GERMAN LITERATURE CONCENTRATION
230; 295; 311; 312 or 410; and four literature courses at 300/400 level**
One Linguistics course chosen from 101, 201, 203 or 350
Comparative World Literature (CWL) 100; one course selected from offerings in foreign literatures in translation** or foreign civilization**

SPANISH LANGUAGE CONCENTRATION
280; 285; 310; 311; 312; 314; 410; and one literature course at 300/400 level
One Linguistics course chosen from 101, 201, 204 or 350
112 proficiency in another foreign language***
Foreign Civilization 219 or Spanish 412
(Students with a double major in a foreign language and a second discipline, please note the special provisions stated above.)

SPANISH LITERATURE CONCENTRATION
280; 285; 311 or 410; 312; and four literature courses at 300/400 level**
One Linguisitics course chosen from 101, 201, 204 or 350
Comparative World Literature (CWL) 100 or one course selected from offerings in foreign literatures in translation
Spanish 412

Foreign Civilization

201 THE GERMAN-SPEAKING WORLD
The culture, life and letters of FRG and GDR, Austria, and Switzerland, in the context of the geography and history of central Europe. Taught in English, with reading selections, films, and other visual materials. No prerequisite in German, but students who know some German will be able to work with bilingual materials. (Not offered in 1985-86.)

219 CONTEMPORARY SPANISH POLITICS
In-depth study of the final years of the Franco regime, the "restoration" of the Bourbon monarchy and the problems/solutions facing King Juan Carlos I, and the new government. Taught in English. (Not offered in 1985-86.)

300 FRANCE AND THE FRENCH WORLD S Ms. Zreczny
This colloquium will be team taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics and society in France and in the French-speaking world. Prerequisite: junior standing. Topic for 1985-86: France in the 20th Century.

French

110, 112 BEGINNING FRENCH FS
Ms. Warehime, Mr. Garneau
110 is designed to develop the student's ability to listen to, speak, read and write basic controlled patterns of the French language. 112 is a continuation of 110 and culminates in readings, class discussions and free composition to provide facility with the spoken and written language and insight into its structure.

210 INTERMEDIATE FRENCH F
Ms. Zreczny, Mr. Garneau
A course designed to afford the student a systematic review of all the basic elements of French grammar, implemented with readings, exercises and drills, with a view to preparing the student for more sophisticated courses in language and literature. Classroom work supplemented by laboratory exercises. The equivalent of one year of college French is a prerequisite.

212 CONVERSATION F Ms. Warehime
Oral work for the student already possessing a working knowledge of French grammar. This course is designed to improve the linguistic competence of the student on several levels: practical necessities, social situations, exchange of ideas. Sketches, exposes, dialogues and discussions will constitute the bulk of classroom activities.

230 INTRODUCTION TO FRENCH LITERATURE F Ms. Warehime
The purpose of this course is to prepare the student for serious reading and analysis of literary texts in French. The course will be an introduction to the concepts of literary criticism and *explication de texte* and will familiarize the student with the vocabulary of literary analysis. The texts will be chosen from among the three major literary genres: poetry, novel, drama. All lectures, discussion, and assignments are in French. Prerequisite to all literature courses.

240 FRENCH FOR INTERNATIONAL AFFAIRS S Ms. Zreczny
An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written French of international affairs. Vocabulary building, conversation practice and acquisition of expressions and idioms necessary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students who are thinking of careers in economics, politics, and international relations.

280 MEDIEVAL TO ROMANTIC F
Mr. Garneau
A topical survey of major French writers and literary movements from the medieval to the Romantic period. Readings may be chosen to focus attention on a particular theme or problem linking different periods and styles. Among the authors studied: Villon, Rabelais, Montaigne, Pascal, Descartes, Voltaire, Diderot, Rousseau.

290 MODERN PERIOD
A study of the literary movements and figures which have characterized the 19th and 20th centuries, an age of individualism, industrialism and the Great Wars, with a special emphasis on particular themes or problems. (Not offered in 1985-86.)

310 FRENCH PRONUNCIATION AND WORD FORMATION
French articulatory phonetics and its application to the phonological structure of the language, corrective exercises for difficulties in pronunciation, mechanism of word formation, lexicology, and semantics. Offered in alternate years. (Not offered in 1985-86.)

311 GRAMMAR, SYNTAX, AND STYLE S
Ms. Warehime
Modern syntactic theories and their implications for language learning and teaching. French grammar reviewed and refined through translation and the comparison of the stylistics of French and English. Offered in alternate years.

314 ADVANCED CONVERSATION AND COMPOSITION S Mr. Garneau
Oral and written work for students who have already reached an intermediate level of competency in oral and written expression. This course will deal with familiar and formal French. Vocabulary and idioms will be taught in a conversational context. Students will familiarize themselves with the expressive gestures used by the French and the colloquial expressions which accompany them. Prerequisite: French 212.

350 FRENCH THEATRE
A close reading and discussion of several plays designed to give the student a clear sense of the development and the richness of French theatre. Emphasis is placed on literary history, aesthetics, and special questions in dramatic theory. May be repeated for credit. (Not offered in 1985-86.)

360 FRENCH NOVEL
Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. (Not offered in 1985-86.)

370 FRENCH POETRY
An analysis of the work of one or several poets representative of a crucial moment in the history of French poetry. The essentials of French versification are stressed as well as the distinctive character of the various forms within the genre. May be repeated for credit.

400 SPECIAL STUDIES S Ms. Warehime
One author, one theme, one movement in literature or a group of works studied in depth,

**Approval of departmental advisor required.
***High school equivalency may be applicable; approval of departmental advisor required.

be it in French, Franco-Canadian or African literature of French expression. May be repeated for credit. Topic for 1985-86: Avant-Garde Literature.

410 CREATIVE COMPOSITION AND STYLISTICS
Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. (Not offered in 1985-86.)

430 FRENCH AUTHORS
The work of selected French writers, studied in depth. (Not offered in 1985-86.)

480 SEMINAR
An intensive investigation of a significant literary or linguistic problem. Topics to be announced. (Offered as required.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL
Approved interns may register for one course credit during the fall and/or spring semesters. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, Illinois, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

German

110, 112 BEGINNING GERMAN FS
Ms. Weingant, Mr. Gray
Intensive training in understanding, speaking, reading and writing of German, combined with an introduction to the culture and current lifestyles of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read fairly sophisticated text passages with accurate comprehension and ease. Materials for lab practice, and tutorial assistance are provided.

210 INTERMEDIATE GERMAN F
Ms. Weingant
Practice in reading contemporary fiction and expository prose, to develop reading ease and accurate comprehension beyond the elementary level. Classroom discussions and guided compositions, review of grammar topics, lab exercises. Prerequisite: German 112 or permission of instructor.

230 INTRODUCTION TO GERMAN LITERATURE S Ms. Weingant
Masterworks representing major trends, movements, and themes in German literature of the last three centuries, studied for their intrinsic value and historical significance. Students deepen their understanding of German structure and style as they learn fundamentals and methods of literary analysis and interpretation. The course provides historical, cultural, and critical perspectives for more advanced studies in upper division courses. Prerequisite: German 210, or equivalent. The course is a prerequisite for all literature courses.

240 GERMAN FOR INTERNATIONAL AFFAIRS S Mr. Gray
An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written German of international affairs. Vocabulary building, conversation practice and acquisition of expressions and idioms necessary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students who are thinking of careers in economics, business, politics, and international relations.

295 CONTEMPORARY VOICES F
Mr. Gray
Prose and poetry by German, Austrian, and Swiss authors, 1900 to the present, with special emphasis on the postwar period, and the contemporary world these recent works reflect. Annotated text editions are used whenever possible, to help students refine their language skills rapidly as they become acquainted with recent and current German literature. Prerequisite: German 230 or equivalent.

310 GERMAN PRONUNCIATION AND WORD FORMATION S
Ms. Weingant
The sound patterns, phonological and morphological structure of German, compared and contrasted with English. Introduction to phonemics and phonetic transcription, balanced by practical training in German pronunciation and diction.

311 GRAMMAR, SYNTAX, AND STYLE
Study of word formation and sentence structure prepares the student for graded writing exercises and free composition. Translation of excerpts from accomplished English authors encourages students to develop appropriateness in their choice of words, and a sense of style. The format is flexible, and will be adjusted to students' needs. Prerequisite: German 240 or 310, or permission of instructor. (Not offered in 1985-86.)

312 CONVERSATION F Ms. Weingant
Practice in free and directed conversation on a wide range of topics reflecting the taste and special interests of the participants. Study of idioms and vocabulary of everyday German, supported by selective review of grammar patterns, as needed. Textual and visual resources are provided, including newspapers, magazines, and films.

350 THE MODERN GERMAN THEATRE
Works by leading playwrights in the context of changing styles and trends in stage production, from Naturalism to the present decade: Holz, Hauptmann, Wedekind, Sternheim, Hofmannsthal, Kaiser, Brecht, Dürrenmatt, Handke, and others. (Not offered in 1985-86.)

360 ENLIGHTENMENT AND SENSIBILITY: LITERATURE AND THOUGHT IN THE EIGHTEENTH CENTURY
Kant, Lessing, Aristotle and Shakespeare, and the coming of age of German literature in the "Sturm und Drang" years of Herder, Lenz, young Goethe, and Schiller. (Not offered in 1985-86.)

370 CLASSICAL WEIMAR S Mr. Gray
Major works of Goethe and Schiller at the height of their careers: drama, narrative, lyrical genres, poetic theory and criticism.

380 AN AGE OF REALISM
Realism as a world view and as mimetic method, from its roots in the late Romantic era to the onset of Modernism. Readings encompass a choice of works by nineteenth-century masters, from Tieck, Büchner and Kleist to Heine, Hebbel, Stifter, and Storm. (Not offered in 1985-86.)

400 SPECIAL STUDIES
One author, one literary theme, or a group of works studied in depth. May be repeated for credit. Topics include the German literary heritage; the novella; the Romantic school. (Not offered in 1984-85.)

410 CREATIVE COMPOSITION AND STYLISTICS
Practice in writing and revision of expository prose. Free composition, stylistic analysis, exercises in translation. The format is flexible and will be adjusted to serve the goals of enrolled students. (Not offered in 1985-86.)

430 GERMAN AUTHORS
The work of selected German writers, studied in depth. (Not offered in 1985-86.)

480 SEMINAR
An intensive investigation of a significant topic in literature, literary criticism, or literary theory. Topics to be announced. (Offered as required.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL
Approved interns may register for one course credit during the fall, and/or spring semesters. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, Illinois, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

Linguistics

101 LINGUISTICS AND LITERATURE
A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of Transformational Grammar, Stratificational Grammar and Tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. No prerequisite. Taught in English. (Cross-listed as Comparative World Literature 101. Not offered in 1985-86.)

201 DESCRIPTIVE LINGUISTICS
Principles and techniques of descriptive linguistics as seen through different schools of linguistics from structuralism to modern transformational and stratificational theories. Taught in English. (Not offered in 1985-86.)

202 HISTORY OF THE FRENCH LANGUAGE

Development of French from its origins to the present. Intended to introduce the students to the aims and methods of historical language studies. Study of phonological, morphological, syntactic and lexical changes through philological analyses of texts. (Not offered in 1985-86.)

203 LINGUISTICS: A COMPARATIVE HISTORY OF ENGLISH AND GERMAN

The development of the two West Germanic dialects from their Indo-European antecedents to modern English and standard high German. Introduction to aims and methods of historical language studies. Taught in English. (Not offered in 1985-86.)

204 HISTORY OF THE SPANISH LANGUAGE

Development of language from Vulgar Latin to Modern Spanish. Study of phonological, morphological, syntactic and lexical changes through philological analyses of texts. (Not offered in 1985-86.)

350 LANGUAGE AND CULTURE F

Mr. Handler

The relationship of language and culture has long been a crucial issue in the study of human societies and human thought. To what degree does language serve as a base for culture and for thought itself? How is language use related to social context? This course considers these questions through relevant works in anthropology and sociolinguistics. Prerequisite: one introductory course in S/A, or in Linguistics, and Junior or Senior standing, or consent of instructor. (Cross-listed as Sociology/Anthropology 350.)

Literature in Translation

(cross-listed under Comparative World Literature)

201 THE NOVEL AND THE IMAGE OF SOCIETY

The individual in society seen through the mirror of modern novelists and artist-producers of cultural images. Writers and artists to be studied include: Balzac, the political cartoonist Daumier, Stendhal, the photographer Nadar, Flaubert, Zola, the photographer Atget and Proust. (Not offered in 1985-86.)

202 CONTEMPORARY SPANISH-AMERICAN NARRATIVE IN TRANSLATION

"Writing a novel is an act of rebellion against reality, against the gods, against God's creation . . . It is an effort to correct, change or abolish substantial reality and to replace it with the formal reality of the verbal worlds the novelist creates." This will be examined in the works of Carpentier, Cortázar, Fuentes, García Márquez, Vargas Llosa, and other Spanish-American novelists. (Not offered in 1985-86.)

203 MODERN MASTERS OF GERMAN LITERATURE S

Ms. Weingant

The identity crisis of early twentieth century Europe reflected in the works of famous writers in the German language: Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf, Metamorphosis, Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussions and papers are in English. May be repeated for credit. Consult chairperson of department before registering.

204 PENINSULAR SPANISH LITERATURE IN TRANSLATION

A study of selected peninsular Spanish authors from various literary movements and periods, particularly for purposes of comparison with representatives of other cultural traditions. Specific attention is given to the aesthetic, historical, and ideological importance of these authors and their works. All readings, discussions, and assignments are in English. (Not offered in 1985-86.)

302 GERMAN LITERATURE IN TRANSLATION: THE GERMAN NOVELLA

In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E.T.A. Hoffmann to Günter Grass. (Not offered in 1985-86.)

Spanish

110, 112 BEGINNING SPANISH FS

Mr. George

110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series.

210 INTERMEDIATE SPANISH F

Ms. Kurtz

Practice in reading contemporary fiction, expository prose, and drama. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: one year of college Spanish or equivalent.

240 SPANISH FOR INTERNATIONAL AFFAIRS S Ms. Kurtz

An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written Spanish of international affairs. Vocabulary building, conversation practice and acquisition of expressions and idioms necessary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students who are thinking of careers in economics, business, politics, and international relations.

280 INTRODUCTION TO SPANISH LITERATURE F

Mr. George

Concepts of literary criticism and vocabulary of literary analysis developed through panoramic view of Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussions of selections from representative literary texts.

285 INTRODUCTION TO SPANISH-AMERICAN LITERATURE

Concepts of literary criticism and vocabulary of literary analysis developed through panoramic view of Spanish-American literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussions of selections from representative literary texts. (Not offered in 1985-86.)

310 SPANISH PRONUNCIATION AND WORD FORMATION

Phonological and semantic theories applied to the study of Spanish. Analysis of the formal sound system of Spanish based on articulatory and acoustic features. Phonetic realizations of phonological components, stress, rhythm, and intonational patterns. Dialectal variations. Practice in corrective phonetics. Denotative and connotative semantic features. Regional and social variants in the lexicon and content. (Not offered in 1985-86.)

311 GRAMMAR, SYNTAX, AND STYLE S

Ms. Kurtz

Structural components of the Spanish sentence. Morphemes and their combinations, with special attention to verbal categories and inflections. Normative and structural syntactic analyses aimed at giving the student advanced practice in both spoken and written Spanish.

312 CONVERSATION F Ms. Kurtz

Intensive training in common idiomatic expression in everyday Spanish. Emphasis on oral expression and comprehension through free and directed exercises, e.g., sketches, exposeś, dialogues, and discussions.

314 ADVANCED CONVERSATION AND COMPOSITION S Ms. Kurtz

Mastering conversation (beyond Spanish 312 level), reading and writing skills. Discussions, debates and papers on current topics expressed in the Spanish press and other non-literary texts.

350 SPANISH THEATRE S Mr. George

A close reading of several plays illustrating a particular movement in the evolution of peninsular or Spanish-American theatre. Historical, aesthetic and technical aspects of the drama will be stressed. In alternate years.

360 SPANISH NOVEL

Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected from Spain or Spanish-America for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. (Not offered in 1985-86.)

370 SPANISH POETRY

An analysis of the work of one or several poets representative of a crucial moment in the history of peninsular or Spanish-American poetry. The essentials of Spanish versification are stressed as well as the distinctive character of the various forms within the genre. (Not offered in 1985-86.)

400 SPECIAL STUDIES
One author, one theme in literature or a group of works studied in depth, be it Peninsular-Spanish or Spanish-American literature. May be repeated for credit. (Not offered in 1985-86.)

410 CREATIVE COMPOSITION AND STYLISTICS F Mr. George
Analysis of style in selected Spanish writers. Stylistic analysis of translations. Intensive work in creative original compositions of prose, poetry, and drama.

412 SPANISH LANGUAGE AND CULTURE S Mr. George
Historical and social backgrounds of Spanish and Latin American civilization; non-literary aspects of Spanish and Latin American culture.

430 SPANISH AUTHORS
The work of selected Spanish or Spanish-American writers, studied in depth. (Not offered in 1985-86.)

480 SEMINAR
An intensive investigation of a significant topic in literature, literary criticism, or literary theory. Topics to be announced. (Offered as required.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL
Approved interns may register for one course credit during the fall and/or spring semesters. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, Illinois, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

HISTORY

Professor Ronald P. Grossman: Ancient and Medieval History. Psychohistory.
**Professor Arthur Zilversmit: American Intellectual History. History of American Education.
Associate Professor Michael H. Ebner (Chairperson): Modern American History. Social History. Urban History.
†Associate Professor D. L. LeMahieu: Modern European History. Intellectual History. British History.
Associate Professor Thomas Moodie: Modern European and French History.
Assistant Professor Frans Coetzee: Modern European History. British History
Assistant Professor Marilyn Shevin Coetzee: Modern European History. German History.
Assistant Professor Steven J. Rosswurm: American Colonial and Revolutionary History. Labor History.
‡Lecturer Carol Gayle: Modern European History. Russian History.

History is the collective memory of mankind. It informs us of the intense human struggles which shaped our past and thereby enriches our understanding of the present. A society that forgets its past is like an individual suffering from amnesia. Both lack identity, purpose and direction. Yet the complexities of the past cannot be reduced to simple rules for the present. History reveals a diversity of human experience that is worth pondering for its own sake. A respect for this diversity has long been the mark of an educated individual and a civilized society.

History courses at Lake Forest College reflect the diversity of the historical record. The department offers courses in intellectual, political, economic and social history. In addition to a core of courses in European and American history, we offer several courses which explore

**Part-time Teaching, 1985-86 and Director of M/LS Progam and Community Education.
‡Part-time Teaching, 1985-86.
†Sabbatical Leave of Absence, 1985-86.

new subject matter and new techniques of historical inquiry. In one we draw upon the insights of modern psychology; in others we recapture the past through the study of popular culture and sport history.

A general History of Western Civilization course (101, 102) for non-majors provides a survey of the western heritage. Two courses (103 and 104) offer special training in analytical and writing skills. Although open to majors, these four courses do not count toward the major.

Students majoring in history are expected to complete three of the following four courses: History 118, 119, 120, 121. Preferably these should be completed by the end of their sophomore year. They should also take one course outside modern European or American history, (210, 211, 214, 236, 313), at least two 200 level courses, at least two 300 level courses and either the senior seminar (420) or an independent study research project. Staff and topics for the seminars vary from semester to semester. The department takes special interest in encouraging senior thesis work leading to the awarding of the degree with honors.

101 HISTORY OF WESTERN CIVILIZATION, ANCIENT, MEDIEVAL AND EARLY MODERN F Mr. Grossman

Development of Western Civilization from its Greek and Roman foundations through the rise of Christianity and the medieval period to the Renaissance.

102 HISTORY OF WESTERN CIVILIZATION, THE REFORMATION THROUGH THE NINETEENTH CENTURY S Mr. Grossman

The Reformation and the era of religious war, the Scientific Revolution, the Enlightenment, the French Revolution and the civilization of the nineteenth century.

103 THE INDUSTRIAL REVOLUTION IN FACT AND FICTION F Mr. Moodie

An examination of the impact of the industrial revolution on English society and of the great debate on the condition of England which industrialization produced. Malthus, Marx, Dickens and Gaskell are among the authors to be read and discussed. (Cross-listed as Writing On Special Topics 103.)

104 RADICALISM IN AMERICAN HISTORY

An examination of the wide variety of American radicalisms, from abolitionism and black nationalism to communism and socialism. Special attention to feminism and its essential subversiveness, the "Americanism" of most radical movements, and the resilience of American capitalism. (Not offered in 1985-86.)

118 EUROPE FROM THE OLD REGIME TO THE MODERN ERA FS Ms. Coetzee, Mr. Coetzee

Political, cultural and economic development of Europe from the age of absolutism to the end of the nineteenth century. The crisis of the old order in the age of Enlightenment and the French Revolution. Industrialization and modernization in the nineteenth century and the emergence of nation states and modern political ideologies. Emphasis on the reading and analysis of documentary materials.

119 EUROPE IN THE TWENTIETH CENTURY FS Ms. Gayle, Mr. Grossman

The collapse and reconstruction of European society, politics and culture in the period from 1890 to the present. The destruction of nineteenth century liberal society through war and revolution, the emergence of conflicting ideologies between the wars and the reconstruction of Europe after the Second World War. Emphasis on the techniques of research and writing.

120 FOUNDATIONS OF THE AMERICAN REPUBLIC F Mr. Rosswurm

The orgins of American society and the development of the United Sates from an underdeveloped new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials.

121 MODERN AMERICA S Mr. Rosswurm

America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing.

170 EUROPE IN THE ERA OF THE FIRST WORLD WAR S Mr. Moodie

The impact on European society, politics and thought of Europe's first total war.

202* GREECE IN THE BRONZE AGE S

(Cross-listed as Ancient Mediterranean Civilizations 202. See page 55 for description.)

203* GREECE IN THE CLASSICAL-ROMAN AGES S

(Cross-listed as Ancient Mediterranean Civilizations 203. See page 55 for description.)

204* GREECE IN THE BYZANTINE-MEDIEVAL AGES S

(Cross-listed as Ancient Mediterranean Civilizations 204. See page 55 for description.)

210 THE ANCIENT WORLD F Mr. Grossman

Early civilizations of the Nile and Tigris-Euphrates River valleys; Greek civilization and its Roman inheritors; origins and early development of the Christian church.

211 THE MIDDLE AGES S Mr. Grossman

Division of the ancient world into the civilizations of Islam, Byzantium and Latin Christendom; origins and development of feudal society. Economic revival; origins of the European political order; the medieval intellectual tradition; the crisis of the 14th and 15th centuries.

214 HISTORY OF RUSSIA S Ms. Gayle

Survey of the political, social, and intellectual history of Russia from the rise of Muscovy to recent times. Emphasis on Russia's relationship to the West, popular rebellion and efforts at modernization from above.

217 INTRODUCTION TO SUBSAHARAN AFRICA

A survey of the geography, social and political history, and post-independence politics of Black Africa. (See Politics 217.)

218 HISTORY OF MODERN FRANCE F Mr. Moodie

Social, political and intellectual development of France from the era of the old regime to the present.

221 TUDOR-STUART ENGLAND

History of England from the consolidation of the Tudor monarchy to the era of Walpole. (Not offered in 1985-86.)

*To arrange credit toward a history major, see the department chairperson.

222 MODERN ENGLAND F Mr. Coetzee

The transformation of English society and politics from the pre-industrial world to the emergence of the 20th century welfare state.

233 EUROPE IN THE AGE OF THE RENAISSANCE AND REFORMATION

The breakdown of the medieval synthesis. Italian Humanism, the Northern Renaissance, Luther and the destruction of Christian unity, the second generation of Reformation leaders, the voyages of discovery. (Not offered in 1985-86.)

235 HISTORY AND LITERATURE F Mr. Moodie

Social history of Europe in the 19th century as seen through imaginative literature. Examination of social conditions and social change through readings: Balzac, Dickens, Zola. History 118 recommended.

236 LITERATURE, SOCIETY, AND DISSENT IN RUSSIA

Examination of aspects of Russian intellectual and social history of the 19th and 20th centuries through contemporary writings, including fiction. History 214 recommended. (Not offered in 1985-86.)

240 MODERN GERMANY S Ms. Coetzee

Surveys German political and social history since eighteenth century, with emphasis on rise of nation-state, influence of Prussia, role of Bismarck, the two world wars, Nazism, and post-war reconstruction.

250 THE AMERICAN CIVIL WAR

The origins of the war in the antagonistic development of North and South; Lincoln and the Republican Party; black activity in the North and South; reconstruction and the impact of the war on American development. (Not offered in 1985-86.)

252 TOPICS IN AFRO-AMERICAN HISTORY S Mr. Zilversmit

Important themes and events in the history of Blacks in America. The African heritage, slavery, emancipation, the development of the ghetto, models of Black leadership in the twentieth century.

258 HISTORY OF SPORT F Mr. Ebner

The evolution of sport in modern society, in its cultural, social and economic dimen-

sions. Largely focussed on the American experience, but some attention to sport elsewhere in the world. Emphasis on 1850 to the present.

260 AMERICAN ECONOMIC AND BUSINESS HISTORY FS
Mr. Rosswurm
The causes and consequences of American economic development from under-developed nation to international industrial power; special attention to the changing forms of business organization and their relationship to economic development. Economics 110 or History 120/121 recommended.

263 MODERN AMERICAN CITY S
Mr. Ebner
The changing functions, scale, and quality of urban society from the 17th century to the present. An historical framework for studying modern American metropolitan problems. Some field work in Chicago. (Cross-listed as Local and Regional 263.)

265 AMERICAN DIPLOMACY F Mr. Ebner
Surveys evolving role of United States in world affairs since 1890. Emphasis on domestic origins of foreign policy and American role in Asia. (Not open to students who have received credit for History 180.)

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT F
Mr. Zilversmit
Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis on the twentieth century. (Cross-listed as Education 270.)

271 WOMEN IN MODERN HISTORY: EUROPE AND AMERICA F
Mr. Coetzee, Ms. Coetzee
Examination of the special forces shaping the lives of women in Europe and the United States, with emphasis on the 19th and 20th centuries; an examination of how industrialization and social change transformed women's roles and the way this was reflected in the political and intellectual realms.

279 PSYCHOHISTORY F Mr. Grossman
Methods and assumptions of modern psychology and psychoanalysis as applied to the study of history and biography.

310 THE INDUSTRIALIZATION OF EUROPE S Mr. Moodie
Readings and discussion of selected topics in European social and economic history in the era of industrialization. Attention to the newer methods of social and economic history. Prerequisite: History 118 or 119, or permission of the instructor.

315 THE RUSSIAN REVOLUTION
History of Imperial and Soviet Russia from the end of the 19th century, emphasizing political and social forces, ideological debates and cultural change. Close attention to the revolutions of this century, particularly those of 1917, and the character of development of Soviet society and institutions under Lenin and Stalin. Prerequisite: History 119 or 214 or permission of the instructor. (Not offered in 1985-86.)

331 AGE OF THE ENLIGHTENMENT
Readings and discussion of major figures of the British and French Enlightenment. Prerequisite: History 118 or permission of instructor. (Not offered in 1985-86.)

340 MASS MEDIA, CULTURE AND SOCIETY S
Ms. Coetzee, Mr. Coetzee
The origins and historical development of mass communications in the twentieth century; the role of technology in mass culture; the critique of mass media by intellectuals; the impact of American entertainment on European society; contemporary trends in mass media. Prerequisite: History 119 or 121 or permission of the instructor.

355 AMERICAN SOCIAL HISTORY S
Mr. Ebner
Conducted as a seminar, focus on the selected aspects of social change from the colonial era to the present. Topics include family, class, gender, race, ethnicity, work, politics, the frontier and violence. Emphasis on various genres of social history, e.g. analytic, narrative. Prerequisite: History 120, 121, or permission of the instructor.

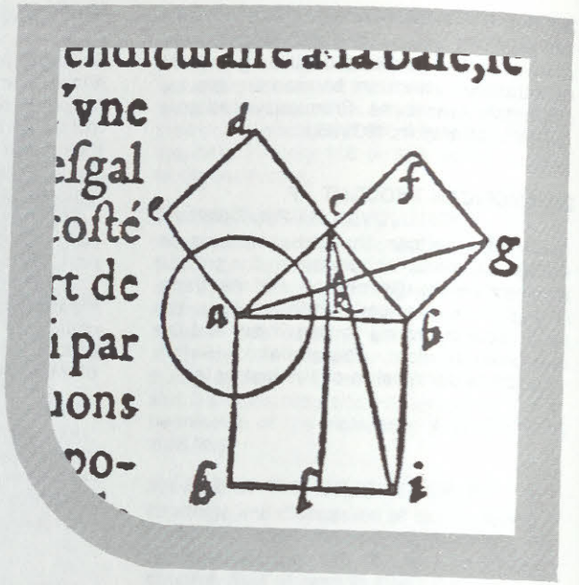
360 COLONIAL AMERICA F
Mr. Rosswurm
Origins of European colonialism: Indian-European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 120.

362 THE AMERICAN REVOLUTION
The crisis of empire and the revolutionary movement; the war, nation building and the Constitution; attention to women, blacks, and native Americans. Prerequisite: History 120. (Not offered in 1985-86.)

365 AMERICAN THOUGHT F
Mr. Zilversmit
Roots of American thought; emphasis on Puritanism, the Great Awakening, the political ideology of the Revolution and its transformation in the early 19th century; the ideological response to Darwinism and the new industrialism. Prerequisite: History 120, 121 or permission of the instructor.

420 SENIOR SEMINAR S
Mr. Moodie
Selected advanced topics in history with attention to the methods and problems of historical research. Required of all history majors in their junior or senior years except those doing independent study research projects. Open to non-majors with the prerequisite and permission of the instructor.

Topic for spring, 1986: Europe in the Interwar Years. Economic dislocation and depression, the rejection of liberal ideology and the rise of facism, revolt in literature and the arts, the break-down of international politics, and coming of the Second World War. Prerequisites: History 119, 218, or 222 or permission of instructor.



MATHEMATICS and COMPUTER STUDIES

Professor Edward Packel: Functional Analysis. Applications of Mathematics to the Behavioral and Social Sciences. Computer Science.
Professor Ralph L. Shively (Chairperson): Analysis.
Professor Robert J. Troyer: Geometry. Geometric Algebra.
Associate Professor Lowell A. Carmony: Computer Science.
Assistant Professor J. Scott Carter: Topology.
Assistant Professor Robert Holliday: Computer Science.
§Instructor Ruthane Bopp: Algebra. Real Analysis.
Instructor Sara Ann Cohen: Partial Differential Equations.
‡Lecturer James R. Fryxell: Probability and Statistics.

Mathematical concepts and mathematical techniques as well as computer science are in use today in an ever increasing number of human activities. The curriculum and other activities of the Department of Mathematics and Computer Studies are designed to acknowledge this fact. The department offers a major in mathematics and a major in computer studies.

MATHEMATICS MAJOR

There are two options a student may choose in order to satisfy the requirements for a major in mathematics. One option recognizes the fact that some students who intend to pursue mathematical careers need training that emphasizes applications of mathematics. The other option is a traditional program which students who wish to pursue further studies for advanced degrees in graduate schools will wish to elect. The minimum requirements for all students majoring in mathematics are satisfactory completion of Mathematics 110, 111, 210, 230, 231, 311, 330 and Computer Studies 112 (or the Honors sequence, Mathematics 115, 116 instead of Mathematics 110, 111), and one of the following sequences: (1) Mathematics 330, 331; (2) Mathematics 330, 375; (3) Mathematics 350, 351. In addition, one course from among the following is required: Physics 120, Philosophy 210, Economics 330, or any Computer Studies course numbered 212 or above. Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

Mathematics 100, 103, 105, 150, 160, 161 and internship credit may not be counted toward the major.

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should elect Mathematics 110, 111, 210, 230, 231 (or the freshman honors sequence) along with Mathematics 161, 314, 350, 351.

Admission to any course in the department requires a grade of C or better in all prerequisite courses.

§Part-time Teaching and Registrar, 1985-86.
‡Part-time Teaching, 1985-86.

Mathematics Courses

100 ELEMENTARY ALGEBRA F
The algebra of fractions, roots, powers and radicals; inequalities; the linear function; the solution of systems of two or more linear equations; quadratic equations; word problems.

103 MATHEMATICS OF GAMES AND GAMBLING
Mathematical topics relevant to analysis of and strategy for various common games of skill and chance (backgammon, craps, roulette, etc.) followed by topics in elementary game theory. Emphasis on mathematical reasoning behind betting and play. Prerequisite: Experience with some games of the above type and interest in the mathematics behind them. (Not offered in 1985-86.)

105 ELEMENTARY FUNCTIONS FS
Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry.

110 CALCULUS I FS
The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3½ years of high school mathematics or Mathematics 105.

111 CALCULUS II FS
The calculus of functions of one variable. Integration, applications of integration, sequences and series. Prerequisite: Mathematics 110.

115 HONORS CALCULUS I F
Theory and applications of the calculus of functions on one variable. Limits, continuous functions, differentiable functions, and their applications. Prerequisite: Permission of instructor.

116 HONORS CALCULUS II S
Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: Permission of instructor.

150 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE S
Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (This course is comparable to Economics 230.)

160 FINITE MATHEMATICS WITH APPLICATIONS
Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Finite sets; permutations and combinations with applications to probability theory; vectors, matrices, and linear programming; game theory; computing. (Not offered in 1985-86.)

161 MATHEMATICS OF FINANCE F
A mathematical treatment of such topics as compound interest, present value, sinking funds, amortization of debts, and the use of mortality tables in the calculation of insurance premiums and life annuities.

210 MULTIVARIABLE CALCULUS F
Multiple integration, and partial differentiation, Stokes' and Green's theorems. A transition from elementary calculus to functions of real variables. Prerequisite: Mathematics 111.

214 DIFFERENTIAL EQUATIONS S
Techniques of solving ordinary differential equations including infinite series methods. Properties of linear systems. Applications of differential equations. Prerequisite: Mathematics 210.

230 INTRODUCTION TO ABSTRACT AND DISCRETE MATHEMATICS F
Topics covered include logic and proofs, set theory, relations, cardinal numbers, countable and uncountable sets, permutations and combinations, group theory, rings. Prerequisite: Mathematics 111.

231 LINEAR ALGEBRA S
Vector spaces, linear independence, linear transformation, matrices, determinants, applications to geometry. Prerequisite: Mathematics 230 or permission of instructor.

260 HISTORY OF MATHEMATICS
A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis on contributions of the most prominent individuals associated with the development of mathematics. Permission of instructor. (Not offered in 1985-86.)

310 COMPLEX ANALYSIS
Study of functions of one complex variable. Analytic functions, complex integration, Cauchy's theorem, complex power series, and special functions. Applications to other areas of mathematics and to mathematical physics. Prerequisites: Mathematics 210 and 230 or permission of instructor. (Not offered in 1985-86.)

311 INTRODUCTION TO REAL VARIABLES S
A rigorous one dimensional course covering the following introductory real analysis topics: The Peano axioms, boundedness, limits, monotone functions, continuity, uniform continuity, Cauchy criterion for convergence, cluster points, accumulation points, differentiability, integration, infinite series. Prerequisites: Mathematics 210, 230.

314 NUMERICAL ANALYSIS
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisites: Mathematics 111, 231 and Computer Studies 111. (Not offered in 1985-86.)

329 NUMBER THEORY
Mathematical induction, divisibility properties of integers, prime numbers, congruences. Prerequisite: Mathematics 230 or permission of instructor. (Not offered in 1985-86.)

330 ALGEBRA I
A study of algebraic structures with emphasis on integral domains, groups, rings and fields. Prerequisite: Mathematics 230. (Not offered in 1985-86.)

331 ALGEBRA II
Additional topics in modern or linear algebra such as field extensions, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Prerequisite: Mathematics 330 or consent of instructor. (Not offered in 1985-86.)

340 GEOMETRY S
Selected topics from affine, Euclidean, non-Euclidean, projective and differential geometry. Prerequisite: Mathematics 230 or permission of instructor.

350 MATHEMATICAL PROBABILITY F
Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 210 or permission of instructor.

351 MATHEMATICAL STATISTICS S
A mathematical study of such topics as random sampling, estimation of parameters, confidence intervals and tests of hypotheses, decision theory, regression, exponential design and analysis of variance and distribution free methods. Prerequisite: Mathematics 350.

375 COMBINATORICS AND GRAPH THEORY
Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers and transportation networks. Also included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs and design of experiments. Prerequisite: Mathematics 230. (Not offered in 1985-86.)

410 TOPOLOGY
Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness and homotopy theory. Prerequisite: Mathematics 230. (Not offered in 1985-86.)

411 TOPICS IN MODERN ANALYSIS
Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, commutative Banach algebras. (Not offered in 1985-86.)

480 SEMINAR
(Not offered in 1985-86.)

COMPUTER STUDIES MAJOR
The computer studies major is designed to prepare students within a liberal arts setting for careers in the field of computer science. The minimum requirements for the major in computer studies are successful completion of Mathematics 110, 230, Computer Studies 112, 212, 213, 317, 318 and any three additional Computer Studies courses numbered 200 or above. Mathematics 111, 150 (or 350 and 351 for a stronger theoretical emphasis), 214, 231, 314, 375, Philosophy 210 and Physics 240 are strongly recommended. Computer Studies 111, 115 and internship credit may not be counted toward the major. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

Admission to any course in the department requires a grade of C or better in all prerequisite courses.

Computer Studies Courses

111 COMPUTER PROGRAMMING I FS
The development of skills in the use of the programming language BASIC along with a study of the structure of this language. Problem solving and applications to a variety of disciplines.

112 COMPUTER PROGRAMMING II FS
Review of key aspects of Computer Studies 111. Development of the programming language Pascal, and more programming structure. Internal sorting and searching, elementary algorithm analysis. Prerequisite: Computer Studies 111 or considerable programming experience.

115 INTRODUCTION TO ADMINISTRATIVE PROGRAMMING AND APPLICATIONS S
Development of the programming language COBOL along with a variety of applications to common business programming situations. Coverage includes sequential and random access files. Prerequisite: Computer Studies 111.

200 IMPACT OF COMPUTERS ON SOCIETY
Historical significance of computers; present and projected applications of computers; social, political; legal, and ethical issues in a computerized society. Prerequisite: Computer Studies 111. (Not offered in 1985-86.)

212 ADVANCED COMPUTER PROGRAMMING FS
Further exposure to the structured programming techniques of Pascal. Topics include sequential and random files, searching and sorting, static and dynamic storage allocation, recursion and elementary linear data structures such as stacks, queues, and linked lists. Prerequisite: Computer Studies 112.

213 INTRODUCTION TO COMPUTER SYSTEMS S
Computer structure and machine language, specific assembly language development, addressing techniques, input/output techniques, construction of an assembler. Prerequisite: Computer Studies 112.

214 COMPUTER ORGANIZATION AND INTERFACING S
Basic logic, digital electronics, microcomputer architecture, hands on laboratory computation and interfacing. Prerequisites: Computer Studies 111 and Physics 121. Cross-listed as Physics 205.

317 DATA STRUCTURES AND ALGORITHM ANALYSIS F
Basic data structures, algorithm design and analysis, applications programmed individually and in groups. Prerequisites: Computer Studies 212, Mathematics 230.

318 PROGRAM LANGUAGE ORGANIZATION S

Basic computer liguistics, BNF tables illustrated by Ada or Pascal, static and dynamic storage, control structures, introduction to compiling and interpreting. Prerequisite: Computer Studies 212.

325 ARTIFICIAL INTELLIGENCE

An introduction to such topics as tree and graph searches, minimax methods and alpha-beta pruning, heuristics, backtracking, natural language processing and computer vision and Robotics. Prerequisite: Computer Studies 212. (Not offered in 1985-86.)

336 OPERATING SYSTEMS AND SYSTEMS PROGRAMMING F

A study of assemblers, linkers, loaders and other systems programs. An introduction to memory, device, and file management in batch, multiprocessing, and time shared operating systems. Prerequisites: Computer Studies 212 and 213.

434 INTRODUCTION TO THE THEORY OF COMPUTATION

Formal grammars, sentence derivation and ambiguity, finite state machines, equivalence and reduction, equivalence of right linear grammars and finite state automata, limitations of finite state automata, Turing machines and effective computability, unsolvable problems and NP-complete problems. Prerequisite: Mathematics 230. (Not offered in 1985-86.)

461 COMPILER DESIGN S

An examination of the major features of a compiler for a high level language. Includes syntactic analysis, symbol table generation, parsing, error recovery, code generation and code optimization. Student will implement a complete compiler to an assigned minilanguage. Prerequisites: Computer Studies 212 and 213. Co-requisite: Computer Studies 318.

MUSIC

Professor Ann D. Bowen: Music Theory. 20th Century Music History. Piano.
Professor Frank E. Kirby (Chairperson): Music History.
‡Lecturer Carol E. Ptack: Director of Choral Activities.
‡Teaching Associate John Chapman: Organ.
‡Teaching Associate Peggy Faller: Voice.
‡Teaching Associate Richard Faller: Director of Instrumental Ensembles, Brass Wind Instruments.
‡Teaching Associate Linda Larson: Piano.
‡Teaching Associate James Radon: Flute, Clarinet, Saxophone.
‡Teaching Associate Ruth Scheuzger: Violin, Viola.

The music department offers students not only an opportunity to pursue a course of study leading to a music major but also to elect courses which will broaden their liberal arts education. If one is interested in performance, it is possible to study an instrument, and there is also an opportunity to participate in choral groups.

Apart from Applied Music, the department offers music history and theory. Courses in music history are organized to emphasize the major stylistic periods of the Western World. In addition to the study of music in its historical perspective, stylistic developments in music are related to those of other arts. Either Music 104 (Perspectives on Music) or Music 210 (Introduction to Music Literature) is a prerequisite for advanced music history courses, but Music 104 does not count toward the major in music.

The first courses in music theory include work with basic melodic and chordal structures, formal modes of musical organization, harmonic analysis, ear-training, and sight-singing. In this integrated approach the student also has an opportunity to compose short compositions. The more advanced courses include counterpoint, fugue, and modern harmony.

A music major should demonstrate a minimum keyboard proficiency or performing ability

‡Part-time Teaching, 1985-86.

on another instrument. Staff members give private instruction in piano and organ, and instruction in other instruments is arranged with qualified musicians from the Chicago area.

The College Choir and Madrigal Singers are the departmental co-curricular musical organizations. The Department also sponsors instrumental ensembles, particularly Wind and Jazz groups; but others are possible. These groups present frequent concerts and provide excellent musical experience for all participants. It is also possible for competent instrumentalists to audition for membership in the Lake Forest Symphony Orchestra.

There are two tracks leading to a major in Music, one emphasizing Music History, the other including a sequence in musical performance (Applied Music). The courses required for each are as follows:

Music History: 150, 151, 230, 233, 350, 351, 352, 353, one other course in Music History or Theory and a course credit in performance. Participation in a choral organization is also required.

Music with Track on Applied Music: 111 is prerequisite; 150, 151, 210, 211, 230, 231 or 332, 311, two from the sequence 350, 351, 352, 353; 411 and Independent Study in Senior year consisting of a recital and an extended paper which count as one course.

A reading knowledge in German is encouraged, especially for students who plan to pursue graduate study in Music.

104 PERSPECTIVES ON MUSIC FS
Miss Bowen, Mr. Kirby

A non-technical introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and Non-Western music. No previous knowledge is needed. Intended for non-majors.

105 AMERICAN MUSICAL THEATRE IN PAST AND PRESENT F Mr. Kirby

A study of representative musical comedies, operettas and related works which will provide topics for papers by students. Emphasis will be placed on relationships to political, social and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are: *The Desert Song, Show Boat, The Three-penny Opera, Porgy and Bess, Oklahoma!, South Pacific, My Fair Lady, A Little Night Music,* and others. The course will also work with word processing. (Also listed as Writing on Special Topics 105.)

109 CHOIR FS Mrs. Ptack

Credit may be earned after a year's participation in the group and completion of a research paper under the supervision of a full-time faculty member.

111, 211, 311, 411 APPLIED MUSIC FS
Staff

Private instruction in piano, organ, orchestral instruments and voice. One half-hour lesson and a minimum seven hours of practice per week. Satisfactory completion of one year of instruction qualifies a student for one course credit but the student must either play in a Student Recital or for the faculty of the Department. There is an added fee for private lessons. Any student who desires more than two course credits in applied music or choir must satisfactorily complete the first term of theory.

120 FUNDAMENTALS OF MUSIC S(B)*
Miss Bowen

Introduction to the elements and principles of music and development of skill in their use; intervals, scales, keys, chords, meters and rhythms; notation; ear training and sight singing emphasized. No previous knowledge of music required.

150, 151 MUSIC THEORY FS
Miss Bowen

Basic vocabulary of materials of musical composition: melodic and chordal structures; sight-singing and ear-training; diatonic and chromatic harmony with emphasis on four-part writing, analysis, and creative work.

210 INTRODUCTION TO MUSIC LITERATURE F Mr. Kirby

Explanation of basic materials of music leads to the survey of the major musical styles and media of performance from the Middle Ages to the present. Emphasis on listening.

216 SYMPHONIC MASTERPIECES F
Miss Bowen, Mr. Kirby

Aspects in the history of the symphony from its inception to the present day.

*7½ week course

217 WORLD MUSIC SURVEY

A study of music outside the European "Art" tradition. Prerequisite: Music 104 or a knowledge of materials of music. Offered in alternate years. (Not offered in 1985-86.)

227 HISTORY OF JAZZ S (A)* Mr. Kirby

Principal styles of representative jazz musicians: the roots (including blues and ragtime); jazz in New Orleans and Chicago; big band, swing and modern jazz (since 1945).

230 COUNTERPOINT

"Species" counterpoint, use of both modal and tonal approaches in projects. (Offered as required.)

231 INVERTIBLE COUNTERPOINT AND FUGUE Miss Bowen

Study of double counterpoint and fugal techniques. (Offered as required.)

233 FORM AND ANALYSIS Miss Bowen

Study of the principal forms in Western art-music: binary and ternary forms, the sonata, variation and rondo principles, and others, through analysis of individual compositions. Emphasis on forms in tonal music. (Offered as required.)

305 MUSIC/ART: THE EAR AND THE EYE: COMPARATIVE STUDIES IN MUSIC AND THE VISUAL ARTS S
Mr. Kirby, Mr. Schulze

Basic elements and principles in artistic expression; the social and cultural roles of the arts; classic and romantic traditions; art and music in various historical periods. Prerequisites or co-requisites: one course each in Art and Music or permission of instructors. (Identical to Art 305.)

*7½ week course

329 HISTORY OF OPERA

Study of stylistic aspects and analysis of the world's great operas. (Not offered in 1985-86.)

332 MODERN HARMONY AND COUNTERPOINT Miss Bowen

(Offered as required.)

343 AMERICAN MUSIC

Music in the United States from the time of the Pilgrims to the present day. The course includes "art" music, folk music, and jazz. (Not offered in 1985-86.)

350 HISTORY OF MUSIC TO 1750 F
Mr. Kirby

An introduction to the music of the Middle Ages, Renaissance and Baroque periods. Composers emphasized include Machaut, Josquin, Palestrina, Lassus, Monteverdi, Schütz, Purcell, A. Scarlatti, Handel and Bach.

351 MUSIC IN THE CLASSIC PERIOD S
Mr. Kirby

Representative composers and compositions from c. 1750 to c. 1827. Emphasis on Haydn, Mozart and Beethoven.

352 MUSIC IN THE ROMANTIC ERA

Representative composers and compositions from c. 1820 to 1900; emphasis on Schubert, Schumann, Berlioz, Liszt, Brahms and Wagner. (Not offered in 1985-86.)

353 20TH CENTURY MUSIC

Trends, techniques, and leading composers of modern music, from the French Impressionists to the present day. (Not offered in 1985-86.)

480 SEMINAR IN MUSIC HISTORY

(Not offered in 1985-86.)

PHILOSOPHY

Professor Forest Hansen: Aesthetics. Ancient Philosophy. Philosophy of Psychology. Greek Civilization. Philosophy of Education.
Associate Professor Abba Lessing (Chairperson): Existentialism. Jewish Studies. Hegel. Philosophy as Literature.
Assistant Professor Louis G. Lombardi: Ethics and Political Philosophy.
Assistant Professor Laurie Shrage: 20th Century Anglo-American Philosophy, Logic, Feminism, Film Aesthetics.

Philosophy is one of our oldest disciplines. It is not so much a subject as a particular way of thinking, a critical reflection upon our most important judgments and human experiences. Philosophical skills can be used to put things into perspective, to see the consequences of our views, to assess the justifications of our beliefs, our practices, and our institutions. In pursuing wisdom, clarity, and intellectual responsibility, philosophers have engaged a wide range of issues: the relationship between human beings and nature, the possibility of knowledge, the justification of moral and aesthetic judgments, the basis of legal obligation, the value of justice, the meaning of human existence. Philosophy at Lake Forest College emphasizes the diversity of the discipline. Students have an opportunity to study the main lines of our philosophical heritage as well as the many sides of contemporary philosophical inquiry.

Because of the unusually broad applicability of philosophical reasoning skills, students trained in philosophy are well prepared for careers requiring a capacity for critical judgment. Except where prerequisites are listed, philosophy courses are open to all students. The minimum major requirement of eight courses must include Philosphy 211, 212, 213, and one 300-level course, other than 380. Philosophy 100 may not be counted toward the major.

100 REASONING: THEORY AND PRACTICE S Ms. Shrage

Development of critical reasoning skills through the study of traditional and informal logic. Practice in analyzing and evaluating arguments. Topics include deductive and inductive fallacies, language and meaning, theory of the syllogism and causality.

110 INTRODUCTION TO PHILOSOPHY FS Staff

A general introduction to the scope and variety of philosophical thinking with emphasis on classical theories and contemporary controversies.

115 INTRODUCTION TO CONTINENTAL EXISTENTIALISM F Mr. Lessing

Introduction to the existentialist movement through its literary and discursive expressions. Readings in Kierkegaard, Nietzsche, Dostoevsky, Kafka, Sartre, Heidegger and Buber.

120 CONTEMPORARY ETHICAL ISSUES S Mr. Lombardi

Discussion of current and controversial ethical issues such as euthanasia, moral obligation and the environment, sexual morality, abortion, discrimination, and preferential treatment. Particular attention will be given to the application of some major ethical theories to these contemporary problems.

125 LAW AND FREEDOM F Mr. Lombardi

Examination of the conflict between law and freedom as it arises in many realms, including politics, morality and human psychology. Topics will include free will vs. fatalism and determinism, moral law and individual responsibility and civil law vs. individual beliefs and choices.

200 FEMINISM: PHILOSOPHICAL ISSUES F Ms. Shrage

Examination of the basic tenets of feminism and their relationship to three central topics in social philosophy: justice, freedom and equality. Particular issues to be discussed include androgyny, sexist language, marriage and family, birth control and abortion, and preferential hiring.

201 MEDICAL ETHICS

Critical examination of ethical issues arising in the application and organization of biomedical resources. Problems touch on topics such as abortion, malpractice, patients' rights, experimentation with human subjects, distribution of medical care and medical education, allocation of scarce medical resources, concepts of death, genetic research. (Not offered in 1985-86.)

203 BUSINESS AND PROFESSIONAL ETHICS FS Mr. Lombardi

Analysis and evaluation of ethical problems in business and the professions. Attention will be given to the moral foundations for and limits on business activities, the idea of professional responsibility, and the relationship between professional and business obligations and general moral obligations.

210 SYMBOLIC LOGIC S Ms. Shrage

An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory and completeness. The relevance of logic to computer theory and artificial intelligence will be stressed.

211 HISTORY OF WESTERN PHILOSOPHY: ANCIENT GREECE F Mr. Hansen

Nature of reality, knowledge, morality, and the ideal life traced from the pre-Socratics through Plato, Aristotle, and post-Classical thinkers to its emergence in medieval philosophy. Major focus: methods and world-views of Plato and Aristotle.

212 HISTORY OF WESTERN PHILOSOPHY: 17TH & 18TH CENTURIES S Mr. Hansen

17th and 18th century European philosophers. The divergent positions of Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume culminating in the synthesis of Kant. Prerequisite: 110, 211, or consent of instructor.

213 HISTORY OF WESTERN PHILOSOPHY: THE 19TH CENTURY F Mr. Lessing

Idealism, romanticism, existentialism, vitalism and pragmatism. Readings in Hegel, Kierkegaard, Schopenhauer, Marx, Nietzsche, Bergson and William James. Prerequisite: 110, 115, 212 or consent of instructor.

215 PHILOSOPHY AND FILM

An introduction to general issues in aesthetics and literary criticism and their relationship to the interpretation and evaluation of films. 10 to 15 classic film works will be viewed and studied with particular attention paid to the philosophical themes and problems they raise. (Not offered in 1985-86.)

220 PHILOSOPHY OF EDUCATION
Survey of contemporary theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Not offered in 1985-86.)

230 PHILOSOPHY AND LITERATURE S
Mr. Lessing
The question of meaning in and of literature. Illustrated with the study of works by Dostoevsky, Kafka, Sartre, DeSade, Stendhal, Philip Roth and Elie Wiesel. Critical theories of Nietzsche, Roland Barthes, Jacques Derrida and William Gass will be discussed.

240 PHILOSOPHY OF LAW
Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy. (Not offered in 1985-86.)

250 PHILOSOPHY OF RELIGION
Relationships between religious practice and reason through a close look at the nature of religious experience, the role of tradition, ritual and myth. Specific emphasis will be placed on the role of texts within religion and the philosophical understanding of texts. Readings in W.K.C. Guthrie, Hume, James and Heschel, with special attention to **Job, Song of Songs** and **Kohelet.** (Not offered in 1985-86.)

260 ESTHETICS: REFLECTIONS ON ART F
Mr. Hansen
Philosophical approach to understanding the creative process, the nature of art works and appreciation, and the foundations of esthetic criticism. Review of theories concerning visual arts, music, literature, dance, drama, film and architecture as a basis for theory development by each student.

270 PHILOSOPHICAL FOUNDATIONS OF POLITICAL IDEOLOGIES S
Mr. Lombardi
Examination of contemporary philosophical justifications for liberalism, libertarianism, socialism. Emphasis on differences in views of human nature, freedom, and the ideal society. Readings from John Rawls, Robert Nozick, Herbert Marcuse.

300 MAJOR ETHICAL THEORIES F
Mr. Lombardi
Investigation of principal Western theories of ethics. Issues include the foundation of morality in reason or sentiments, the fundamental principle of morality, the relationship of morality to character, and the demands of morality on human action. Readings from philosophers such as Aristotle, Hume, Mill, Kant and Ross.

310 20TH CENTURY: ANGLO-AMERICAN PHILOSOPHICAL THOUGHT
Investigation of recent trends in American and British philosophy. Major focus will be on philosophical issues raised by the scientific study of language. Readings will be drawn from selected works of Frege, Russell, Wittgenstein, Quine, Putnam **et al.** (Not offered in 1985-86.)

320 20TH CENTURY: PHENOMENOLOGY, EXISTENTIALISM, STRUCTURALISM AND DECONSTRUCTION S
Mr. Lessing
20th century continental philosophy, moving from the primacy of "lived existence" to the problematics of texts. Readings in Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Martin Buber, Roland Barthes and Jacques Derrida. Prerequisite: Philosophy 211, 212 or 213.

380 DIALOGUE S Mr. Hansen
Traditional and non-traditional philosophic areas not covered elsewhere in the curriculum. Topic: "The Concept of Happiness."

480 SYMPOSIUM F Mr. Lessing
Seminar primarily for junior and senior majors, though open to non-majors with the instructor's permission. Topic: "Images and Illusions of Desire: Philosophical Erotics."

PHYSICS

§Professor Bailey Donnally: Atomic Structure. Atomic Collisions. Electronics. Photography.
Professor Roger Faber: History and Philosophy of Science. Chemical Physics.
Professor Tung H. Jeong (Chairperson): Coherent Optics. Holography. Laser Applications.
Assistant Professor Bruce Bernard: Precision Measurements, Gravity, Computer Interfacing.
Assistant Professor Nick C. Steph: Atomic Structure, Atomic Collisions, Electronics.

Physics is an important basic part of our knowledge of the natural world. The study of physics also provides insight into the development of modern culture, since practical applications of physics change the way we live, and the concepts of physics help to shape contemporary ideas about the cosmos and our place in it.

The scope of physics embraces the full range of physical dimensions in space and time: from the smallest subatomic particles to the edge of the universe, from the slow drift of the continents to the speed of light, from absolute zero to stellar temperatures, from low frequency radio waves to gamma rays. Anyone who has a curiosity concerning natural processes will want to understand the physical laws that govern them.

On the practical level, discoveries in physics touch us in our daily lives. Consider the impact of the dynamo, radio, transistors, lasers, nuclear weapons, NMR, etc. A responsible citizen must strive to understand the fundamental concepts in order to help make decisions that will decide our fate.

Within our small faculty, we cover a wide range of student interests, from serious majors who plan for a professional career in physics to artists who want to make holograms. Besides a well-stocked collection of all the standard equipment for teaching, our laboratory is among the most well equipped in this country in lasers and electro-optical instruments for undergraduate research. Our staffed machine shop helps the science departments create and maintain equipment. Students are encouraged to work with individual faculty members in research,

§Provost and Dean of the Faculty.

with or without credit. By the time they graduate, many of our majors have gained practical experience in the laboratory beyond what can be learned in standard courses.

Students interested in electrical or mechanical engineering should consider majoring in physics in our 3-2 program described on page 61. In recent years, the field of medicine has become increasingly technically oriented in areas such as electronic instrumentation, computer interfacing, laser surgery, and nuclear medicine. Premedical students should consider majoring in physics along with other traditional fields. All other students who wish to explore physical principles with emphasis on concepts rather than mathematics should consider the 100 series of offerings.

Physics 120 and 121 are introductory courses all science and mathematics majors should take. For physics majors, besides 120, 121 and 210, a minimum of four more courses at or above the 205 level are required for graduation. Exceptions can be made to this rule in special cases, such as late decisions to major in physics, by the department chairperson.

106 LIGHT, SOUND, AND THE WORLD OF WAVES S(A)* Mr. Jeong

Behavior of waves, including water, sound, radio waves, and light. Optics of lenses and mirrors. Lasers and holography. Musical instruments. Lectures and demonstrations. No laboratory.

107 CHANCE, FATE AND PHYSICAL LAW F Mr. Faber

Does everything happen because it must or is there room for freedom and novelty in natural events? In this course we trace attempts to answer that question through the history of physics as we follow the development of ideas about causality, space, and time. We examine three revolutions that have changed these concepts, namely those inspired by the classical mechanics of Newton, by Einstein's Theory of Relativity, and by Heisenberg's Principle of Indeterminacy. The first two support, whereas the third undermines, the belief that every event is determined to be the way it is by a rigid network of cause and effect. Lectures and demonstrations; no laboratory.

108 ENERGY: PROSPECTS AND ALTERNATIVES S(B*) Mr. Jeong

How can the world's growing demand for energy be satisfied? Merits of present and proposed energy conversion methods. Problems with regard to environmental degradation, distribution, storage, cost, availability. Basic physical principles of various energy systems. No higher mathematics required. Two three-hour lectures and demonstrations per week. No laboratory.

*7½ week course

109 ASTRONOMY AND COSMOLOGY S Mr. Faber

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies and the structure and origin of the universe. Three hours of lecture per week; indoor laboratory work, and observations as weather permits.

111 COMPUTER METHODS IN SCIENCE F Mr. Bernard

Applications of the unique calculating power of computers to science-related problems. Accelerated introduction to the programming language BASIC, with examples drawn from quantitative topics in the natural sciences. Special emphasis on building dynamical models and on analyzing and displaying data. No laboratory. Prerequisite or corequisite, one of the following: Biology 151, Biology 153, Chemistry 111 or Physics 121 or with permission of instructor.

120 GENERAL PHYSICS F Mr. Faber
(1½ credit course) Mr. Steph

Newton's laws of motion, conservation of energy and momentum. Types of motion treated include: translation, rotation, oscillation. Traveling and standing waves, thermodynamics, and kinetic theory, gases and pipes. Five lectures, one lab per week. Prerequisite or corequsite: Mathematics 110 or 115.

121 GENERAL PHYSICS S Mr. Faber
(1½ credit course) Mr. Steph

Electric and magnetic fields. Circuit elements in both DC and AC circuits. Electromagnetic waves, geometric optics of mirrors and lenses. Interference and diffraction phenomena in light. Five lectures, one lab per week. Prerequisite: Physics 120. Prerequisite or corequisite: Mathematics 111 or 116.

205 COMPUTER ORGANIZATION AND INTERFACING S Mr. Steph

The basic components of a simple computer and how they work together. Programming a computer in machine language. Methods of interfacing a computer to the "real world". Real-time applications in the laboratory. Two lectures and two laboratory sessions per week. Prerequisites: Physics 121 and Computer Studies 111. (Cross-listed as Computer Studies 214.)

210 ATOMIC AND NUCLEAR PHYSICS F Mr. Steph

The theoretical and experimental investigations of atomic, solid state, nuclear, and particle physics, including the special theory of relativity and quantum mechanics as applied to atomic spectra. Also included are elements of X-ray, NMR, nuclear counting techniques, half-life measurements, neutron activation and other nuclear techniques. Three lectures, one lab per week. Prerequisites: Physics 121 and Mathematics 111.

230 THERMODYNAMICS

Fundamental ideas of temperature, heat, equilibrium, and entropy. Primarily macroscopic, but with some emphasis on the microscopic, statistical basis of thermodynamics. Prerequisites: Physics 121 and Mathematics 111. (Not offered in 1985-86.)

240 ELECTRONICS

Transistors, diodes, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, computing circuits. Electronic instruments and measurements. Three lectures, one lab per week. Prerequisite: Physics 121. (Not offered in 1985-86.)

250 ANALYTICAL MECHANICS S Mr. Bernard

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations, and wave motion. Prerequisites: Mathematics 111 and Physics 120.

310 (F), 311 (S) ELECTRICITY AND MAGNETISM I & II Mr. Jeong

Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic field of a steady current and the microscopic theory of magnetic properties of matter; Maxwell's equations, radiative phenomena, electrodynamics and elements of modern optics. Four lectures per week for 310. Three lectures, one lab per week for 311. Prerequisite: Physics 210.

350 MODERN OPTICS

A study of physical optics including topics in interference, diffraction, scattering, polarization, absorption, lasers, and applications. Three lectures, one lab per week. Prerequisite: Physics 121. (Not offered in 1985-86.)

410 ADVANCED ANALYTICAL MECHANICS F Mr. Bernard

Emphasis on generalized coordinates. Newtonian, Lagrangian, and Hamilton-Jacoby theories in mechanics. Prerequisites: Physics 250 and Mathematics 210.

420, 421 QUANTUM MECHANICS I & II

Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Four lectures per week for 420. Three lectures, one lab per week for 421. Prerequisites: Physics 210 (or permission of instructor) and Mathematics 210. (Not offered in 1985-86.)

POLITICS

Professor Jonathan F. Galloway: International Relations. Political Economy.
Professor Charles A. Miller (Chairperson): American Constitutional Law. Civil Liberties.
*Associate Professor Paul B. Fischer: Local and Regional Studies. American Politics.
Associate Professor W. Rand Smith: Comparative Politics. American Politics. Political Economy.
Assistant Professor Ghada Talhami: Third World Politics. Women's Studies.
Instructor Claudio Katz: Political Philosophy. American Politics. Comparative Politics.

The study of politics is an attempt to make sense of and impose order on the phenomena of human governance. It has to do with power and authority, legislatures and courts, war and peace, ideologies and the public welfare. Politics can be studied through the history of peasant revolts and presidential resignations; through the discussion of justice and equality, constitutionalism and political modernization; through research by microfilm and interview; through the techniques of statistics and simulation; and through the experience of living abroad or working as an intern in a government agency.

The courses in the Politics Department are designed to permit both majors and non-majors to study these themes and methods of politics. The major in the Department consists of a minimum of eight courses: two introductory courses (110 and 120) and six advanced courses, including at least one from each of the five subfields of politics, and from these courses: American Politics (220, 221, 222, 223), Public Law (360, 365), Comparative Politics (210, 211, 212, 216, 217, 219,) International Relations (240, 340), and Political Theory (250, 255, 357, 358). The Department encourages individual study in politics beyond the required courses. This study may take the form of tutorials, independent research, internships, or a senior thesis.

Note on Politics 110 and 120: These two courses are designed for freshmen and sophomores. Juniors and seniors interested in a first politics course should consult departmental faculty for advice. The two courses are independent of each other and may be taken in either order.

*Leave of Absence, 1985-86.

Politics 110 excludes American politics; Politics 120 is about American politics only. Therefore 110 is the normal prerequisite for further courses outside American politics and 120 is the normal prerequisite for further courses in American politics. The prerequisites may be waived with the permission of the instructor.

110 INTRODUCTION TO POLITICS: THEORY, COMPARATIVE, INTERNATIONAL FS
Mr. C. Miller, Mr. R. Smith, Ms. Talhami
Basic concepts in political science; selected governments other than the United States; analysis of current political problems; some reading in political theory and political novels.

120 AMERICAN POLITICAL INSTITUTIONS FS Mr. Galloway, Mr. Katz, Staff
Introduction to American politics including origins of the system, basic institutions, political parties and interest groups; evolution of constitutional interpretation.

210 WESTERN EUROPEAN POLITICS F
Mr. R. Smith
A comparative study of the government and politics of Great Britain, France and the Federal Republic of Germany.

211 COMPARATIVE COMMUNIST SYSTEMS S (B)* Mr. R. Smith
Political systems of the Soviet Union, Eastern Europe, and China.

212 POLITICS OF THE THIRD WORLD F
Ms. Talhami
Special topics relating to Third World Nations in Africa and Asia, e.g., industrialization and ecology; power and authority in non-industrial society and culture.

214 THE POLITICS OF SOUTH AFRICA F Ms. Talhami
An examination of South African political institutions. Related topics include the religious justification for white supremacy, the growth of Afrikaaner identity, and the politics of patronage. The course will also cover the white regime's strategies for sharing power, the impact of foreign corporations and the growth of the Black national movement.

215 POLITICS AND CULTURE OF JAPAN F Mr. C. Miller
An introduction to Japanese society, politics and culture. Prerequisite: Politics 110 or Sociology and Anthropology 110 or consent of instructor.

216 THE POLITICS OF THE MIDDLE EAST S Ms. Talhami
Study will focus on the Arab states while considering such important themes as modernization/development, the military, the role of religion, intra- and extra-regional relations, oil, the Arab-Israeli crisis and Lebanon.

217 AFRICAN POLITICS S Ms. Talhami
A survey of the geography, social and political history, and post-independence politics of Africa, with special emphasis on Nigeria.

218 TOPICS IN COMPARATIVE POLITICS S Mr. R. Smith
The topic for 1985-86 is "World Economy and National Politics". The course analyzes how international economic forces affect political life within individual nations. Topics include: government responses to international economic pressures (nationalization, industrial policy, protectionism, and austerity); international borrowing and debt; operation and impact of quasi-governmental agencies such as the World Bank and International Monetary Fund. Countries studied include: United States, France, U.S.S.R., China, Japan, and several Third World countries.

219 THE POLITICS OF LATIN AMERICA S
Mr. Katz
An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women and population policy.

220 POLITICAL PARTIES
American parties, pressure groups, and electoral problems. (Not offered in 1985-86.)

221 THE PRESIDENCY S Staff
An analysis of the executive in national government. There will be special emphasis on the 1980 and 1984 elections.

222 CONGRESS
The United States Congress is studied with respect to representational styles, institutional roles and organization, and electoral trends. (Not offered in 1985-86.)

223 URBAN AND SUBURBAN POLITICS F
Mr. Fuechtmann
Problems of political and social organization in central cities and suburbs. Topics include local political parties, machines, mayors and city managers, and differences between big city and suburban politics. (Cross-listed as Local and Regional Studies 223.)

230 PSYCHOPOLITICS
An examination of psychoanalytic biographies of important political leaders — Woodrow Wilson, Mahatma Gandhi, Adolf Hitler and Lyndon Baines Johnson. What are the pitfalls and the opportunities of studying politics from the perspective of the personalities of individual leaders? What is the impact of personality upon the policies of statesmen and states? (Not offered in 1985-86.)

240 AMERICAN FOREIGN POLICY S
Mr. Galloway
The roles of culture, history, the separation of powers, and various elites and interest groups in influencing foreign policy; problems of morality, rationality, and the national interest; chronological survey of various issue areas since World War II.

241 THE VIETNAM WAR S (A)*
Mr. R. Smith
Vietnam's domination by China, France, and the United States. Analysis of the "final" Vietnam war from the perspectives of the United States and Vietnam. Prerequisites: Politics 110 or 120; or sophomore standing; or consent of instructor.

250 INTRODUCTION TO POLITICAL THEORY F Mr. Katz
The course will examine the various meanings and importance that have been attributed to such concepts as freedom, equality, justice, morality, patriotism and citizenship.

255 AMERICAN POLITICAL THOUGHT
The course will explore the central themes of American political discourse — equality, liberty, minority rights, states' rights, and civil disobedience — as they have been articulated throughout American political history, from the revolutionary war to the present. Readings to include selections from Jefferson, Madison, Calhoun, Lincoln, Thoreau, and Martin Luther King, as well as contemporary liberal and conservative tracts. (Not offered in 1985-86.)

260 LAW AND THE POLITICAL SYSTEM F Mr. C. Miller
Interrelations between law and the political system in the United States: the Constitution, legislation, administrative regulation, judicial decisions; courts in politics; federalism; vigilante law. Prerequisites: Politics 120 or sophomore standing.

270 BUSINESS AND SOCIETY S
Mr. Galloway
Studies of the private and public sectors in the United States; the comparative role of markets and plans in producing and allocating wealth; the political economy of regulation; and the issues of social justice and corporate responsibility will be analyzed in theory and through the case study method.

290, 291 TUTORIAL
To be arranged individually with an appropriate faculty member.

310 COMPARATIVE PUBLIC POLICY F
Mr. Katz
Study of the impact of public policy from a cross-national perspective. We will examine the structure and aim of government policies in the advanced capitalist democracies, including economic policy, taxation, education, health, housing, income maintenance and defense. We will also assess the consequences of these policies for social equity and security, and for economic growth.

320 PUBLIC ADMINISTRATION AND POLICY ANALYSIS
A study of the role of bureaucracy in political systems, with some emphasis on local government. The course includes an introduction to the analysis of public policy. (Cross-listed as Local and Regional Studies 320. Not offered in 1985-86.)

321 U.S. ENERGY POLICY
Examination of the policy process surrounding production and use of energy resources — oil, gas, coal, nuclear and solar. Topics include: energy corporations, OPEC, energy and American foreign policy, energy development vs. environmental protection, and political conflicts over energy use. (Not offered in 1985-86.)

322 URBAN PUBLIC POLICY
An examination of a number of policy areas such as education, race, housing, crime and transportation, as they relate to the future of American cities. (Cross-listed as Local and Regional Studies 322. Not offered in 1985-86.)

328 TOPICS IN AMERICAN POLITICS S
Staff
Please contact department chairperson for 1985-86 topic.

340 WORLD POLITICS F Mr. Galloway
Continuity and change in international relations; consideration of the causes of war and the conditions of peace.

345 TOPICS IN INTERNATIONAL RELATIONS F
Mr. Galloway, Mr. R. Miller
The topic for 1985 is "Waging Peace in the Nuclear Age." (Cross-listed as Religion 301 and as International Relations 345.)

351 MARXIST THEORY AND MODERN CAPITALISM S Mr. Katz
The relevance of Marxist approaches to the study of contemporary capitalist societies, especially the United States, Western Europe, and Japan. Themes include: evolution of work and class structure, development of the modern corporation, international division of labor, role of the state in capitalist society, and forms of class consciousness and class conflict.

353 TOPICS IN POLITICAL THEORY
(Not offered in 1985-86.)

357 POLITICAL THOUGHT: PLATO TO AQUINAS F Mr. Katz
Western political thought from the Greeks through the Middle Ages.

358 POLITICAL THOUGHT: MACHIAVELLI TO THE PRESENT
Selected political philosophies from the 16th century to the present. (Not offered in 1985-86.)

360 AMERICAN CONSITUTIONAL LAW F
Mr. C. Miller
A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

365 CIVIL LIBERTIES S Mr. C. Miller
Problems in civil liberties and civil rights relating law to political culture. U.S. court cases, materials from other countries, selected theoretical works.

390, 391 INDEPENDENT RESEARCH
To be arranged individually with an appropriate faculty member.

395, 396 INTERNSHIPS

480 SENIOR SEMINAR
(Not offered in 1985-86.)

490, 491 SENIOR THESIS
To be arranged individually with a faculty supervisor.

INTERNSHIP IN POLITICS S
Mr. Fuechtmann
Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. For more details, see Lake Forest College internship brochure. (2 course equivalents.)

*7½ week course

PSYCHOLOGY

Professor Ronald H. Forgus: Personality. Cognition-perception. Motivation. Clinical psychology and therapy.
Professor Robert B. Glassman: Brain function. Aggression. Learning and instinct. Animal behavior. Philosophy of science.
Professor David L. Krantz: History and systems of psychology. Theories of madness. Social psychology of science.
Associate Professor Charles F. Behling: Personality. Counseling and clinical. Social psychology. Interpersonal and Mass Communication.
Associate Professor Phylis M. Frankel: Counseling and clinical. Educational psychology. Diagnostic assessment. Child development.
Associate Professor Claire F. Michaels (Chairperson): Perception. Experimental psychology. Information processing. Psycholinguistics.
Associate Professor Stephanie Riger: Community psychology. Psychology of women. Organizational psychology.
Assistant Professor Naomi Wentworth: Developmental Psychology. Motivation. Mathematical Psychology.

Psychology is a science, and an idealistic one. It takes as its goal not only technological discoveries about behavior, but also the expression of new conceptions of what it means to be human. In the words of George A. Miller, former president of the American Psychological Association: "I believe that the real impact of psychology will be felt . . . through a new and different public conception of what is humanly possible and what is humanly desirable. I believe that any broad and successful application of psychological knowledge to human problems will necessarily entail a change in our conception of ourselves and of how we live and love and work together."

The program of the Lake Forest College Psychology Department focuses on the scientific study of behavior. It is the goal of the department to use this study not only to develop the intellect of its students and faculty, but also to develop their sensitivity and wise responsiveness to human problems. The faculty sees psychology as an empirical approach which is to be used toward the understanding of the tasks of life.

The department strongly emphasizes the study of psychology as preparation for those persons who plan to enter graduate school, to become psychological workers, or to join related professions (teaching or business, for example). Our students have established successful records in this regard. The department is equally committed to offering meaningful programs for students who do not intend to utilize psychology professionally. Study is intended to have meaning in itself at this moment in the lives of students and faculty. The curriculum acknowledges that we are not only preparing for future activities, we are living and confronting psychological issues now.

With these goals in mind, the program concentrates on experimental and theoretical courses, practical experience, and heavy involvement in independent study. Close faculty-student contact is maintained. The ability of students to direct and motivate themselves is respected. We believe that students learn best by actively doing, and we encourage work in actual research and service settings. To this end we have available special programs in community, child, family and mental health specialties. This training prepares students to be psychological workers upon graduating.

The department sponsors a chapter of Psi Chi, national honorary society of psychology. The Counseling Center, operated out of the department, is a part of our involvement in the total life of the campus.

The discipline of psychology incorporates several subject matters and methods of inquiry. Majors at Lake Forest may specialize in any of the following areas: (a) Experimental (Courses 310, 320, 330, 370, 450, 475; Mr. Glassman and Ms. Michaels, advisors); (b) Personality (115, 210, 211, 330, 340, 375; Mr. Behling, advisor); (c) Clinical and Community (115, 225, 335, 350, 360, 375, 430, 440; Mr. Forgus, clinical advisor, and Ms. Riger, community advisor); (d) Developmental and Educational (210, 211, 318, 330, 360, 375; Ms. Frankel, advisor); (e) Social Psychology and Social Issues (117, 119, 215, 235, 240, 250, 325, 340, 355, 365; Mr. Krantz, advisor). Practicum experience (Psychology 380), internships and independent studies are offered in all these areas. Programs in Applied Psychology are offered within each specialty, especially for the purpose of facilitating interested students' career plans (e.g., in the helping professions, in business and industry, etc.). Ms. Wentworth is advisor for Applied Psychology.

The major requires Psychology 110 and 220 (basic courses which integrate the subject matter and methodologies of psychology). Majors are also required to elect an appropriate balance from among the specialties listed above. This selection should occur upon consultation with an advisor in the psychology department and should be based on the student's individual interests, attributes, and goals. Diversity and breadth of study are required of all students, however, and the department reviews the programs of each major yearly. Toward the goal of balance among specialties, majors must elect at least two courses from the basic experimental sequence (Psychology 310, 320 and 370). In addition, majors are required to balance selections among introductory and advanced courses, and this is also considered in the yearly review. Toward this balance, at least one course must be chosen from the 400 level sequence. (A Senior Thesis may be substituted for this requirement.)

All professional activity in psychology requires the ability to evaluate original research literature, and much professional activity requires the ability to perform such research. Therefore, applications for professional work or graduate study are sometimes rejected without study equivalent to Psychology 420. Students should be aware of the importance of this issue when they discuss their individual goals and programs of study with their advisors.

All courses at the 100-level are open without prerequisites. Except where noted, Psychology 110 is required for all other courses in the department. Persons with substantial prior study of psychology, however, are invited to apply to exempt Psychology 110.

110 SURVEY OF PSYCHOLOGY FS
Mr. Behling, Mr. Forgus, Staff
Ms. Michaels, Ms. Wentworth, Mr. Glassman
A review of contemporary psychology, including considerations of learning, perception, motivation, emotion, development, personality, and social interaction.

115 HOW TO BE SANE IN A CRAZY WORLD S Mr. Krantz
"Everybody is crazy except you and me, and sometimes I worry about you." So goes the argument of some recent critics, like R.D. Laing, of contemporary views of sanity. How plausible are the differing positions about

sanity? What implications do these views have for successful living in the world? These two questions provide the focus for class lectures and discussions. The class will make several extended visits to mental hospitals.

117 SOCIAL PSYCHOLOGY OF RACISM AND OTHER FORMS OF OPPRESSION

Sociopsychological consequences of prejudice upon minorities, i.e., blacks, women, and religious groups. How does oppression affect intelligence, achievement, attitude, personality and emotional characteristics? What are the societal conditions which breed prejudice and oppression? (Offered in alternate years. Not offered in 1985-86.)

210 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE FS

Ms. Wentworth

The development of personality from conception through adolescence, with emphasis on the adaptive personality and on social issues associated with growth. Consideration of the interactions of cognitive, social, and physical processes in personality development.

211 ADULTHOOD AND AGING S

Ms. Wentworth

Examination of developmental processes associated with maturity and old age. Change, crises, and continued growth are assumed to be integral aspects of development during these time periods. Personality development will be approached in a holistic fashion, with attention given to physical and intellectual functioning.

215 SOCIAL PSYCHOLOGY, MOVIES, AND MASS COMMUNICATIONS

Influence of movies, television, and other organs of mass communications on the attitudes and behaviors of their audiences; basic perceptual principles as means of understanding the emotional impact of movies and TV; analysis of psychological themes in the mass media. (Not offered in 1985-86.)

220 CONCEPTUAL AND QUANTITATIVE FOUNDATIONS OF PSYCHOLOGY FS Mr. Krantz

Examination of assumptions underlying psychological theorizing, research, methodology, and quantification. Application of research techniques and conceptual measurement.

225 THE ADDICTIVE PERSONALITY: ALCOHOL AND SUBSTANCE ABUSE

A study of personality characteristics related to alcohol and substance abuse; psychological consequences of dependency and addiction. Therapeutic techniques and treatment programs will be examined in depth. (Offered in alternate years. Not offered in 1985-86.)

235 THE MEDIATION OF CONFLICT: FROM HUMAN DESTRUCTION TO COHESION S Mr. Forgus

Contemporary psychological and ethnological research on human bonding and hostility. Applications of this research to such current problems as race and religious conflicts, family abuse, murder and disintegration, war and peace. Implications for improved social education and social organization. Emphasis will be placed on the practice of mediation to resolve disputes. Prerequisite: Psychology 110 or permission of instructor. Students with other career interests, such as Business, International Relations, and Law, are invited to join psychology majors in this course.

240 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY F Ms. Riger

The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations.

250 MANAGING SELF AND OTHERS F

Mr. Forgus

Application of scientifically established psychological principles to master the following: (1) Becoming a creative and productive person, (2) Having the practical intelligence to solve the problems of life and be an effective manager of people, (3) Coping effectively with stress. Learning will be augmented by training practice to master these three skills which are useful to professionals working with and managing people such as business executives, lawyers, psychologists and physicians. Prerequisite: Psychology 110 or permission of instructor.

310 BASIC PROCESSES: PERCEPTION FS Ms. Michaels

Covers visual and auditory perception from several perspectives. Analysis includes anatomy and physiology, information processing approaches, speech production and perception, and the philosophical underpinnings of theory and research. Prerequisite: Psychology 220 or permission of instructor.

318 PSYCHOLOGY APPLIED TO EDUCATION S(A)* Ms. Frankel

Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. (Identical to Education 318.) Open to underclassmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 or permission of instructor.

320 BASIC PROCESSES: LEARNING FS

Mr. Glassman

A survey of approaches to the study of learning, with emphasis on experimental studies. Topics covered will include behaviorism, thinking, language, motor skills, social learning, and brain functions in learning. A major theme of the course will be to ask to what degree people and other organisms rely on inborn instincts versus to what degree they rely on learning. To this end, we will discuss some aspects of the controversial field of sociobiology and we will discuss the role of symbols in contemporary life. Several class sessions will be devoted to laboratory experiences, e.g., verbal learning in humans and lever-pressing of rats. Prerequisite: Psychology 220 or permission of instructor.

325 PSYCHOLOGY OF SELLERS AND CONSUMERS S Mr. Glassman

This course joins some of the ideas of academic psychologies with practical concerns of the marketplace. For example, the psychology of perception is relevant to an experiment, carried out in class, on estimations of package sizes; social psychology of attitude change is relevant to questions about how new products can be introduced or old ones modified. One part of the course involves systematic examination of advice given in sales manuals. Another topic concerns the ethics of selling and the nature of a "consumer society". Students do projects and present results in class.

330 MOTIVATION S Mr. Forgus

A study of the origins and arousal of the range of motives in human personality (including motives for love, sexuality, competency, security and creativity). Human values, ethics and emotions will be considered as vital components of motivation. Important positive and negative aspects of motivation (such as satisfaction, peak experiences, fulfillment, frustration, conflict, violence and then redirection) will also be treated. Neuropsychological evidence as used in clinical practice will be brought to light. Prerequisite: Psychology 210 or permission of instructor.

335 PROCESSES OF GROUP THERAPY S

Mr. Behling

The principles of group dynamics, with attention to clinical implications. Group processes as techniques by which individuals define themselves. The use of experiential exercises. Prerequisite: Psychology 210 and permission of instructor.

340 PSYCHOLOGY OF WOMEN S

Staff

Being female — what it means in our society, what it means biologically, and how all of this is incorporated into the behavior, thoughts and feelings of girls and women.

350 ABNORMAL PSYCHOLOGY F

Ms. Frankel

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 210 or permission of instructor.

355 SOCIAL PSYCHOLOGY F

Mr. Behling

The individual in society: the social psychology of communications, the study of the formation and alteration of social perceptions and attitudes; groups and their dynamics; cooperation, competition, and conformity in groups.

360 DIAGNOSTIC TECHNIQUES OF PERSONALITY EVALUATION S(B)* Ms. Frankel

Personality structure and dynamics through projective techniques and psychometric tests of intelligence. Supervised experience in administering, scoring, and interpreting. Emphasis on diagnostic procedures and appropriate recommendations for treatment. Prerequisite: Psychology 210 or permission of instructor.

*7½ week course

365 PSYCHOLOGY OF HUMAN SEXUAL BEHAVIOR

Integration of available research and theory in psychological, biological, and social aspects of human sexual behavior. Topics include: the anatomy and physiology of sex and reproductive processes, psychosexual development, sexual identity and object choice, sexual relationships and transactions, sexual health, sexual therapies, sexual lifestyles, sexual issues and the law, social and personal sexual value systems. (Not offered in 1985-86.)

370 PHYSIOLOGICAL PSYCHOLOGY F Mr. Glassman

How the brain participates in psychological processes: perception, motivation, learning, movement, language, consciousness. Discussion of the action of drugs that affect awareness. Laboratory involves brain stimulation, recording, and ablation experiments in animals and demonstration of human brain waves.

375 HUMAN PERSONALITY F Mr. Forgus

The organization of personality, studied in the context of adaptive behavior and cognitive functioning. Topics include: theories, structure, dynamics, development, assessment, disorders, adaptive behavior and effective personality change. Prerequisite: Psychology 210 or permission of instructor.

380 PRACTICUM: WORKSHOP IN HELPING SKILLS S Ms. Riger

Supervised practice in applying psychological principles in research or service settings. Open to junior and senior psychology majors with permission of instructor. (Because the practicum experience varies, students may be permitted to repeat.)

410 IMAGES OF HUMAN NATURE

At the center of psychological theories are unstated assumptions about such issues as the nature of persons and the character of the scientific enterprise. Using concepts and techniques from history and philosophy of science, sociology of science and sociology of knowledge, we will study selected systematic positions (like psychoanalysis, behaviorism, Gestalt psychology) and such cases as the contemporary crisis in social psychology. The goal of the inquiry is to illuminate how these assumptions affect the development of psychological thought. Prerequisite: Junior standing or permission of instructor. (Not offered in 1985-86.)

420 DESIGN AND ANALYSIS OF EXPERIMENTS F Ms. Michaels

Experimental design, statistical inference, and quantitative methods, with emphasis on analysis of variance and computer applications. Prerequisite: Psychology 220 or permission of instructor.

430 COMMUNITY PSYCHOLOGY: SOCIAL SERVICES AND SOCIAL CHANGE F Ms. Riger

Changing communities to enhance mental well-being; developing community-based social services; psychology, social action, and public policies. Prerequisite: Junior or senior standing, or permission of instructor. (Also listed as Local and Regional Studies 430.)

440 CLINICAL PSYCHOLOGY S Mr. Forgus

The course is to help prepare the student to practice clinical psychology by providing intensive instruction and practicum experience in the diagnosis and remediation of individual, child, marriage, family and community problems. This includes psychotherapy. These clinical skills are practiced in the context of theories about the nature of persons, human satisfaction and values. Each student will have practicum experience with clients of his or her choice. Prerequisite or concurrent registration: Psychology 330 or 375.

450 SEMINAR IN COGNITIVE PSYCHOLOGY

An examination of how the ecological approach to cognition extends to psychology at large. The course addresses the ramifications in psychology (both philosophical and scientific) of considering animal and environment (knower and known) to be a minimum unit of analysis. Prerequisite: Psychology 310. (Not offered in 1985-86.)

475 PROBLEMS OF RESEARCH IN NATURAL SETTINGS S Mr. Krantz

The conceptual and methodological problems of researching the complex "real world" are examined through field trips to marketing, survey and clinical research settings. Class projects and supervised independent research. Prerequisite: Psychology 220.

480 SENIOR SEMINAR: RACE AND DIVERSITY — CONTEMPORARY ISSUES IN STEREOTYPING F Mr. Behling

The goal of the seminar is to review the primary sub-disciplines within psychology, in depth and integration. Frequent guest instructors and a variety of resources are utilized. Prerequisite: Junior or Senior standing (with preference given to seniors); non-psychology majors require permission of instructor. In 1985-86 the seminar applies social cognition theories to problems of prejudice and discrimination. Primary attention will be devoted to the study of racial stereotyping, but consideration will also be directed toward other ethnic, sexual and religious diversities. Relationships between prejudice and discrimination will be explored. To what extent are discriminatory actions the result of prejudiced attitudes, and to what extent does discrimination occur independent of "prejudice"?

RELIGION

Professor Dan Cole (Chairperson): Biblical Studies. Near Eastern archaeology. Classical Civilization.

‡Lecturer Ron Miller: Comparative Religions. Christian and Jewish Studies. Philosophy of Religion.

Courses in the Department of Religion are intended to offer students some understanding of religious thought, art, and literature, to examine the interrelationships between religious expressions and the particular cultural matrix in which they have taken form, and to develop the appropriate tools of analysis for the study of religious literature and history. It is not the purpose of the department to indoctrinate or propagandize, but rather to help equip students to make sound judgments for themselves in an atmosphere of free and serious inquiry, with an academic concern for the application of scholarly methods and the results of modern scholarship.

Some students will be interested in undertaking more extensive work in the department, either because of the perspectives which religion offers for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider a major in Humanistic Inquiry which would combine work in the Department of Religion with work in one or more other departments. (It should be noted that leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students with regard to appropriate patterns of course work to fit their interests or pre-professional needs.

Most courses in the department are open without prerequisite to any interested student.

‡Part-time Teaching, 1985-86.

200 RELIGIOUS APPROACHES TO EXISTENCE F Mr. R. Miller

Inquiry into the nature of religious concern, the needs and interests religion serves, the validity and meaning of religious experience. Books used have included works by Jung, Hesse, Eliade, William James, Huston Smith and Rudolph Otto.

201 BIBLICAL HERITAGE: MYTH, LEGEND AND HISTORY F Mr. Cole

The narrative sections of the Hebrew Bible and the New Testament, with particular attention to the content and themes most significant for later art, literature and religious thought. From the creation account and stories of Israel's patriarchs, kings and heroes to the gospel accounts of Jesus and visions of the final judgment, studied in relation to the history and literature of the ancient Near East.

202 BIBLICAL HERITAGE: PROPHETS AND TEACHINGS

The Biblical books of the prophets, teachings of Jesus and letters of Paul, studied in relation to each other and in the light of the Near Eastern cultures and traditions out of which they emerged. (Not offered in 1985-86.)

203 JESUS IN LEGEND AND HISTORY F Mr. Cole

Various portraits of Jesus, from New Testament gospels and non-canonical "gospels" through recent portrayals in literature and film. Attention also to contemporary scholarly attempts to reconstruct the historical Jesus.

204 JERUSALEM, CITY AND SYMBOL

A study of Jerusalem, sacred city for Jews, Christians and Moslems: its history from the time of David to the modern era, and its role as a religious and ideological symbol for different groups and for pilgrims with differing perspectives.

Primary readings from Biblical prophets, ancient historians, Crusaders, medieval pilgrims and modern Zionist and Palestinian spokesmen. Reflections of Jerusalem in art, poetry, imaginative literature, and in the impressions of 19th and 20th century travelers as diverse as Herman Melville, Mark Twain and Nikos Kazantzakis. (Not offered in 1985-86.)

207 RELIGION IN CONTEMPORARY AMERICA S Mr. R. Miller

A study of current developments in American religion. The class will focus on the discussion of the new Religious Right, Black theology, alternative religions, trends within Judaism, Catholicism after Vatican II, and New Age religion.

209 ARCHAEOLOGY OF THE BIBLICAL WORLD F Mr. Cole

A survey of archaeological research in the Near East relating to biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Israel, Jordan and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Also listed as Sociology/Anthopolgy 209.)

216 MYTH AND MAGIC: THE STUDY OF TRIBAL RELIGIONS

Religion in small scale societies and theories of "primitive" religion. Mythological thought and the development of religion; magic, science and religion as solutions to human dilemmas; magical practice and psychotherapy. Do myth and magic exist in modern societies? These and similar topics explored through case studies and from a variety of perspectives. Prerequisite, one introductory course in Sociology/Anthropology or permission of the instructor. (Also listed as Sociology/Anthropology 216. Not offered in 1985-86.)

217 EASTERN SPIRITUAL PATHS

An introduction to the religious traditions of India, Tibet, China and Japan. Hinduism, Buddhism, and Taoism will be studied. Emphasis will be placed both on the historical development of these traditions and on their relevance as contemporary paths of spiritual growth. (Not offered in 1985-86.)

218 RELIGIONS OF THE MIDDLE EAST F Mr. R. Miller

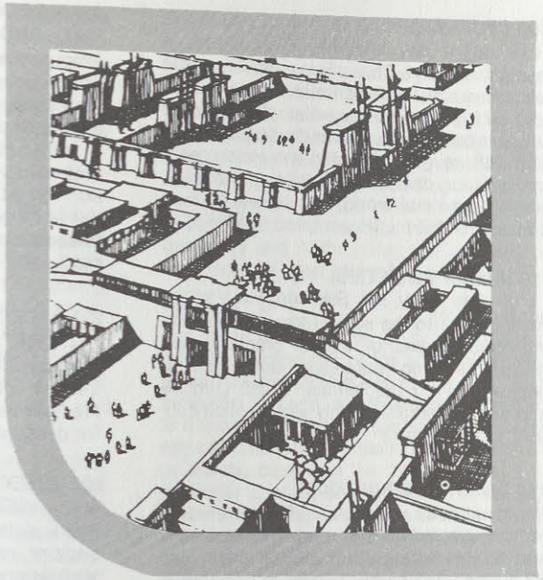
A study of Judaism, Eastern Christianity and Islam. Emphasis will be placed not only on religious theory but on the impact of these religious communities on art, culture and politics.

219 WESTERN CHRISTIANITY S
Mr. R. Miller

Discussion will center around primary theological sources representative of the early Latin fathers, the high Middle Ages, the Reformation, and the Christian philosophers/theologians of the nineteenth and twentieth centuries. Authors studied include: Aquinas, Augustine, Luther, Kierkegaard and Tillich.

301 THEOLOGICAL INVESTIGATIONS F
Mr. R. Miller, Mr. Galloway

"Waging Peace in a Nuclear World" will be the topic of this seminar in 1985, when it will be team-taught with a member of the Politics Department. Issues of peace and nuclear policy will be examined from both moral and political perspectives. Prerequisite: Junior standing or consent of the instructors. (Cross-listed as Politics 345: Topics in International Relations and as International Relations 345.)



SOCIOLOGY AND ANTHROPOLOGY

Professor Leo F. Van Hoey (Chairperson): Comparative Social Inquiry. Demography, Organization and Transformation of Cultural-Ecological Systems. Sub-Saharan Africa.
Associate Professor Arlene Eskilson: Cross-Cultural Sociology and Social Psychology. Methodology. Variations of Leadership. Educational Settings, Dilemmas in Sex Roles.
Assistant Professor Richard Handler: Anthropology of Complex Societies. Ethnicity. Kinship. Symbolic Systems. Canada. Japan.
Assistant Professor Jennifer Wallace: Sociology, Applied Fields, Family, Inequality, Urban Research, Medical Sociology, Social Policy.

Although Sociology and Anthropology arose from two traditions, they are engaged in a common endeavor. Studies in the Department are directed toward the discovery of general principles which help to explain similarities and contrasts in human social behavior. To this end, work in the Department centers upon the comparative analysis of human societies. We emphasize study of both modern and pre-modern societies, including issues of contemporary social policy.

Courses 110 and 170 may serve as introductory courses and prerequisites for most higher level courses. Sociology and Anthropology 110 is designed for freshmen and sophomores. Juniors and seniors are admitted in this course only with prior consent of the instructor, but can enroll in 200-level courses without prerequisite. Majors will complete a minimum of eight courses in the Department, including an introductory course, 210, 310, 320, and 410. A grade of C or better in 210 is required for admission to 310. Courses 310 and 320 preferably are taken in the Junior year. Majors planning for graduate studies in Sociology, Anthropology, Demography, Business Management, Social Service, or Social Policy will be strongly urged to take courses in Mathematics, Computer Techniques, or Statistics offered by the College.

The Department takes special interest in encouraging senior thesis work leading to the major degree with honors.

108 UTOPIAS
How might one imagine, or construct, a perfect society? This course examines the utopian vision of thinkers in various historical periods, as well as attempts to realize utopian communities on earth. Special attention will be given to different experiments made with ideal communities in America, and to the "real world" conditions of their success or failure. (Not offered in 1985-86.)

110 HUMAN SOCIETIES FS
Mr. Van Hoey, Ms. Eskilson, Ms. Wallace
An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. (Juniors and seniors admitted only with explicit consent of instructor.)

114 CHICAGO SOCIOLOGY
Basic methods and content of social research will be explored through reading classic, early and contemporary studies of Chicago, supplemented by on-site visits to the neighborhoods examined in these investigations. Limited to freshman and sophomore students. (Not offered in 1985-86.)

130 HUMAN ORIGINS
An introduction to the biological nature and heritage of human beings. The course examines evolutionary principles, the fossil record of human evolution, the behavior of primates and other social animals, and the nature of human variation. The uniquely human capacity to use symbols and the limits of biological explanations for human behavior are stressed. No prerequisite. (Not offered in 1985-86.)

170 CONTEMPORARY SOCIAL ISSUES FS
Mr. Van Hoey
How do social conditions and trends come to be identified as "problems" and "issues"? What are the implications of defining something (or some group) as a "problem"? From an international and comparative perspective, this course examines a select number of recognized social issues, including colonialism, social inequality — race, racism and poverty, alienation, and technological advances that are altering the occupational structure of our society. The course will also consider some recent critiques of our society, and how social movements have mobilized around these criticisms. No prerequisite.

201 NATIONALISM, ETHNICITY AND CLASS S Mr. Handler
Emergence of nationalism in Europe; subsequent development of a world of nation-states; current revival of ethnic identities and separatist movements. Emphasis on the role of particular social strata in the creation of nationalistic movements and the propagation of ethnic ideologies. Selected case studies from the Western and Third Worlds. Prerequisite: Sociology and Anthropology 110 or 170.

202 GREECE IN THE BRONZE AGE S(B*: March)
Prerequisite: S/A 110, or equivalent introductory course. (Cross-listed as Ancient Mediterranean Civilizations 202. See page 55 for description.)

203 GREECE IN THE CLASSICAL-ROMAN AGES S (B*: April)
Prerequisite: S/A 110, or equivalent introductory course. (Cross-listed as Ancient Mediterranean Civilizations 203. See page 55 for description.)

204 GREECE IN THE BYZANTINE-MEDIEVAL AGES S (B*: May)
Prerequisite: S/A 110, or equivalent introductory course. (Cross-listed as Ancient Mediterranean Civilizations 204. See page 55 for description.)

205 YOUTH AND SOCIETY F Ms. Wallace
Youth, always partly based in biological maturation, varies in content and definition from culture to culture. The course follows research concerning the place and the role of youth in diverse cultural settings and under changing social conditions, with final emphasis on modern industrial society: the foundation of peer groups, cultural and countercultural movement. Prerequisite: Sociology and Anthropology 110 or 170.

209 ARCHAEOLOGY OF THE BIBLICAL WORLD F Mr. Cole
A survey of archaeological research in the Near East relating to Biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Palestine and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. Prerequisite: Sociology and Anthropology 110 or 170. (Also listed as Religion 209.)

210 PRINCIPLES OF SOCIAL ORGANIZATION F Mr. Van Hoey
Basic dimensions of group structure: division of labor, authority structure, resource technology, ecological setting. Types of groups in different institutional areas. Group structure and scale of organization. Bureaucracy: theories and methods of investigation. Prerequisite: Sociology and Anthropology 110 or 170.

212 AMERICAN INDIAN SOCIETIES F
Mr. Handler
This course examines Native American societies both areally and historically. Emphasis is on the traditional Native American world, its disintegration in the face of Euro-American civilization, and current revivals of Amerindian identity and culture. Prerequisite: Sociology and Anthropology 110 or 170.

216 MYTH AND MAGIC: THE STUDY OF TRIBAL RELIGIONS
Religion in small scale societies and theories of "primitive" religion. Mythological thought and the development of religion; magic, science and religion as solutions to human dilemmas; magical practice and psychotherapy. Do myth and magic exist in modern societies? These and similar topics explored through case studies and from a variety of perspectives. Prerequisite: Sociology/Anthropology 110 or 170. (Cross-listed as Religion 216. Not offered in 1985-86.)

217 SOCIOLOGY OF WORK S(B)*
Ms. Wallace
Exploration of the meaning and organization of work from hunting-and-gathering societies to the post-industrial era. Primary focus on issues in contemporary work organizations, including career entry, the quality of working life, and on-going changes in both the work force and the organization of work. Case studies of the impact of work on people's lives. Prerequisite: Sociology and Anthropology 110 or 170.

220 PEOPLES AND CULTURES OF MODERN AFRICA
Introduction to contemporary society (rural and urban) in Subsaharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis: problems of rural development, rural-urban migration, and structural changes of economic, political and social formations in the various new nations. Prerequisite: one introductory course in Sociology and Anthropology or consent of the instructor. (Not offered in 1985-86.)

225 WAR F Mr. Van Hoey
The roots and varieties of human warfare from the perspective of the social sciences. Is warfare merely the expression of man's biological heritage, and therefore inevitable? Is it universal in human societies? Are there any constants discernible in human warfare, or are the causes of war always unique to particular epochs, and particular societies? While addressing questions such as these, the class will examine several theories of war, including the ethological, Marxist, ecological and military. Prerequisite: Sociology and Anthropology 110 or 170.

230 BELIEF SYSTEMS AND SOCIAL PROCESS
Belief systems—religions, cosmologies, ideologies, "common sense"—are a basic component of all social systems. This course examines the interrelations of belief systems and social structure; the practices, practitioners and role structures that belief systems develop and justify; the role of belief systems in revolution and social change; and the problems of interpreting exotic belief systems. Case studies and major theoretical perspectives of Durkheim, Marx, Weber and Geertz. Prerequisite: Sociology and Anthropology 110 or 170. (Not offered in 1985-86.)

235 CULTURE AND PERSONALITY
An examination of the individual's relationship to society: to what extent does society determine individual behavior? Does culture — through childrearing — standardize personality so that we can identify a Russian, American, or Japanese national character? Emphasis on the relationship of psychoanalysis, with its focus on early childhood development, to the social sciences. The course will explore whether psychiatric methods can contribute to the study of society, or whether the two should be regarded

*Offered only in Greece.

*7½ week course

as distinct levels of analysis. Prerequisite: Sociology and Anthropology 110 or 170. (Not offered in 1985-86.)

240 DEVIANCE F Ms. Wallace

How society defines deviants — its outcasts and outsiders — and how the people so defined respond to this categorization; the nature of "normal" and "abnormal", legal and illegal. Do these categories have absolute moral meaning, or do they always depend on the particular society and era in which they are defined? Topics to be addressed include stigma and stereotyping, cross-cultural variations in sex roles, the status of the inmate, deviance as blocked opportunity, and the political mobilization of outsiders. Prerequisite: Sociology and Anthropology 110 or 170.

250 ECOLOGY: ENVIRONMENT AND CULTURE

The ecological problem from a **social** point of view: systemic relations between the organization of a given society, the size and distribution of population, the state of the technology, the specific environment in which the society evolves. Comparative studies form the basis for the evaluation of current theory. Prerequisite: one introductory Sociology & Anthropology course or consent of instructor. (Not offered in 1985-86.)

260 SOCIAL PSYCHOLOGY S
Ms. Eskilson

The relationship between symbolic activity (language) and social behavior; socialization and the development of self; conformity and deviance in human behavior; dynamic and structural aspects of interaction in small human groups. Prerequisite: Sociology and Anthropology 110 or 170.

270 HISTORY OF SOCIAL THOUGHT

The works of leading sociological writers whose ideas have profoundly influenced concepts of social life in the modern world. Special attention to Locke, Marx, Weber, Durkheim and Parsons. Discussion of how their theories square with the facts and the power of these theories as instruments of historical change in the world today. Prerequisite: one introductory Sociology and Anthropology course. (Not offered in 1985-86.)

271 TECHNOLOGY AND HUMAN VALUES S Mr. Handler

Conditions and processes of industrialization in the Western world; problems related to economic development in underdeveloped nations; impact of industry on life-ways of modern man. Prerequisite: Sociology and Anthropology 110 or 170.

280 SOCIOLOGY OF SEX ROLES S
Ms. Eskilson

Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the 20th century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. Prerequisite: Sociology and Anthropology 110 or 170.

301 SOCIAL SERVICE AND SOCIAL POLICY S(A)* Ms. Wallace

Overview of the origins and present condition of social services in the U.S. Special emphasis on problems in the field and social policy as it affects social services. Survey of subfields (public welfare, mental health, correctional services, etc.) Prerequisite: S & A 110 or 170.

310 SOCIAL RESEARCH: DESIGN F
Ms. Eskilson

Ethical (moral) and political (power) considerations regarding social research; logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; and major forms of design; the research proposal. Recommended for sophomore or junior year. Prerequisite: 2.25 grade point average in Sociology and Anthopology 210; one introductory Sociology and Anthropology 110 or 170. (Also listed as Local & Regional Studies 310.)

320 SOCIAL RESEARCH: TECHNIQUES S
Ms. Eskilson

Application of research skills in carrying out an actual research project. Data analysis techniques including multivariate analysis and social science computer skills using the COSAP program. Prerequisite: Sociology and Anthropology 310.

*7½ week course.

330 URBANIZATION: CITIES IN THE FRENCH SPEAKING WORLD.

Similarities and differences in urban structure and urban culture are brought out by comparative study. The focus of attention here is the city in France and in the French speaking world (e.g. Montreal in Quebec; Hanoi, Saigon and Pondichery in Asia; Dakar, Abidjan, N'Djamena in Africa.) Prerequisite: Sociology/Anthropology 110 or 170, or consent of the instructor. (Cross-listed as Local and Regional Studies 330. Not offered in 1985-86.)

340 DEMOGRAPHY: POPULATION DYNAMICS

Population size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth controls. Theories, models, and policies. (Not offered in 1985-86.)

350 LANGUAGE AND CULTURE F
Mr. Handler

The relationship of language and culture has been long a crucial issue in the study of human societies and human thought. To what degree does language serve as a base for culture and for thought itself? How does culture in turn influence the structure of languages? How is language use related to social context? This course considers these questions through relevant works in anthropology and sociolinquistics. Prerequisite: one introductory course in S/A, or in Linguistics, and Junior or Senior standing, or consent of instructor. (Cross-listed as Linguistics 350.)

370 SOCIAL STRATIFICATION

A comparative study of various forms of social inequality from non-human rank and pecking orders to complex social stratifications. Analysis of various dimensions of equality (e.g., sex, age, education, competence, wealth, power) in different forms of social organization from small intimate groups to large scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: Sociology and Anthropology 110, or consent of the instructor. (Not offered in 1985-86.)

410 SOCIAL EXPLANATION AND THEORY S Mr. Van Hoey

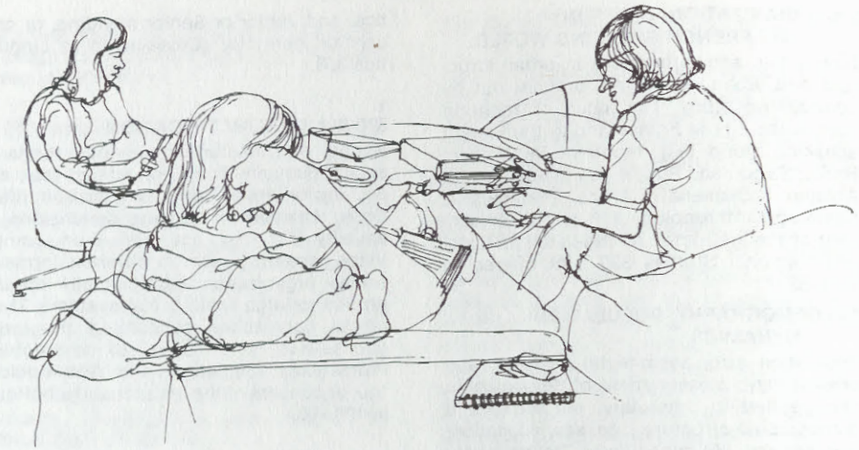
Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; contexts of explanation and problems of systematic theory construction in social science. Prerequisites: Sociology and Anthropology 310.

451 INTERNSHIP

453 TUTORIAL

454 RESEARCH, INDEPENDENT STUDY

490 SENIOR THESIS



Student Life

Students in the Campus Community

The small campus environment is an integral part of the liberal arts college tradition. Students at Lake Forest reflect this special tradition both in the range of their activities and also in their participation in campus governance. Students are the primary catalysts at Lake Forest for the promotion and production of campus weekends, special social functions, films, concerts, lectures, and special service activities. The Director of Campus Activities works with student groups in planning and arranging for social and cultural affairs and in maintaining an all-campus calendar of events. Students participate on all governance committees, in the judicial system, and on the Board of Trustees and its relevant committees.

The design of the campus and its buildings encourages community life. In Commons students come together for meals, recreation, and special events — often to be joined by faculty. The residence halls provide students with opportunities to encounter others from different backgrounds and locales while developing individual life-styles. And as in all communities special services are needed — in this one these services have been designed to reflect Lake Forest's particular opportunities and needs. Thus, academic and personal guidance, health care, and cultural offerings are uniquely structured for Lake Forest students.

1. Commons

The varied character of this central facility reflects the diversity of life at the College. The facility includes the snack bar, mail room, radio broadcast facility, newspaper production office, commuter student lockers, television lounge, games room, faculty lounge, and student government office. "Commonplace," built in the English collegiate tradition as Durand Commons at the end of the last century, serves as a center for informal gatherings and conversations and for cultural and social events. Adjacent to "Commonplace," the Director of Campus Activities office provides cultural and social coordination for the campus. Elsewhere in the complex are conference rooms, offices for campus organizations, a bookstore, and the campus dining hall. At the heart of the campus, Commons serves as the social and communal hub of student life.

2. Residential Life

At Lake Forest the residential program is a complement to learning in other segments of the campus environment. Ten residence halls provide a range of living environments. The residence halls contain their own lounges, meeting rooms, study and special interest areas intended to encourage both individual and interpersonal pursuits. Several residence halls have computer rooms which provide twenty-four hour student access to micro-computers and printers.

Freshmen may live with upperclassmen or other freshmen in single-sex or coed groupings.

Residence hall student staff are selected in order to foster an environment which enhances learning, promotes personal growth and responsibility, and assists students in adjusting to the Lake Forest College community.

Upperclassmen may live off-campus upon approval from the Dean of Students Office, although housing in the area is limited. In addition, some upperclassmen are affiliated with housing units based on a common interest or purpose.

3. Athletics

Lake Forest College offers an athletic program designed to serve student needs and interests on four levels: varsity intercollegiate athletics, intramurals, physical education, and recreational activities.

The intercollegiate program for men and women includes varsity competition in basketball, football, field hockey, ice hockey, soccer, handball, volleyball, swimming, softball and tennis. Intercollegiate competition is provided for men and women in racquetball on a club basis. The Col-

Students interested in any phase of journalistic writing, editing, or reporting, or in photography, broadcasting, or art are encouraged to participate in these enterprises.

7. Community Service

The College offers several opportunities for community service. The Social Services Organization provides information and activities related to courses, research, and internships in the field. The students serve as volunteers in various organizations such as the Grove School and Omni-House.

At the Grove School the students work with multiple-handicapped children, teaching them basic skills. In the Omni-House program students take part in a juvenile delinquency prevention program by acting as advocates for problem children.

In working with these children and young people, students learn patience and sensitivity toward people of different abilities and diverse cultural and economic backgrounds. The members of the Social Services Organization also plan activities which are open to the entire campus. Examples include parties at homes for the elderly and field trips to various social agencies.

8. Religious Activities

Through the Interfaith Center, the College continues its traditional relationship with the Presbyterian Church in a context of religious plurality and dialogue. A student steering committee suggests and implements programs to meet current campus needs. Activities sponsored include: Sunday evening services presented by a wide spectrum of faiths, weekly New Testament Study and Torah Study, daily meditations. The Interfaith Center also heads two major outreach programs: a yearly Fast for World Harvest project coordinated through Oxfam; a Peace and Justice Initiative which meets monthly to study and act on issues of social responsibility. The faculty coordinator, Mr. Ron Miller, serves as liaison with the Dean of Students Office and with the student steering committee. He also works with local religious leaders who minister to various denominations of Christian and Jewish students.

9. Specialized Interests

A variety of specialized groups are active on campus. Several disciplines provide cultural and social programming for their students through honorary societies.

10. Campus Events

The College sponsors a variety of cultural events on campus and also encourages students to take advantage of cultural opportunities in

Chicago. At the Director of Campus Activities office in Commons, students may obtain information about music, art, and theatre in the city and suburbs. The office also offers a series of bus trips to a variety of major Chicago events ranging from Broadway musicals to national dance programs and professional sports. The Sonnenschein Gallery in Durand Institute is another continuing art resource.

A Friends of the Arts group solicits from community residents concert and other tickets which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge.

The Director of Campus Activities office is the planning center for on-campus events, lectures, exhibits, recitals, and other special events.

In addition, each year, through the generosity of the Sonnenschein Endowment Fund an Artist-In-Residence is invited to the campus for an extended period of time to give poetry readings, to deliver public lectures, and to meet informally with students and faculty. Speakers representing varied interests and disciplines come to the campus throughout the year as guests of departments, as part of the weekly Convocation series, or for short visits combining lectures with other meetings with students.

Developmental Services

A comprehensive guidance program recognizes the need for supportive counseling both in the regular course of a college education and also in the case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality, and at the several stages of progress through a college career.

1. Residence Hall Staff

The Office of the Dean of Students selects several upperclass men and women to serve as advisors in the residence halls. In each residence hall student residence staff — led by a Head Resident and supported by Resident Assistants — provide counseling, coordinate social programs, enforce residence hall regulations, and in general, strive to create an environment responsive to individual needs and conducive to study and growth.

2. Career Planning and Placement

The Career Planning and Placement office assists all students — at any point during the college years — in the development of their career objectives. Workshops and individual counseling are provided to assist students in job-hunting strategies such as resumé and cover letter writing, interviewing and occupational research. Computer assisted career guidance is also available. A series of seminars specifically designed for sophomores

utilizes alumni and other speakers to focus on the opportunities related to specific academic disciplines. While there are a number of graduate schools and employers represented in the on-campus recruitment program, emphasis is placed on "taking the job search to the street". The CP&P network of contacts in the profit and non-profit sectors helps to "open doors" for initial interviews and provides students with first-hand information about a wide variety of career opportunities.

3. Counseling Center

The purpose of the Counseling Center is to aid students to become more effective, self-directed individuals. It offers, free of charge to all Lake Forest College students, professional counseling on personal, social, academic, or career problems. Service is offered in dealing with emotional difficulties or factors hindering a student's ability to benefit fully from his/her college experience. In addition, it helps in identifying aptitudes, interests, and personality traits affecting the choice of educational programs and/or careers. The Office is also committed to offering group counseling to students who are seeking to enhance their own growth and development.

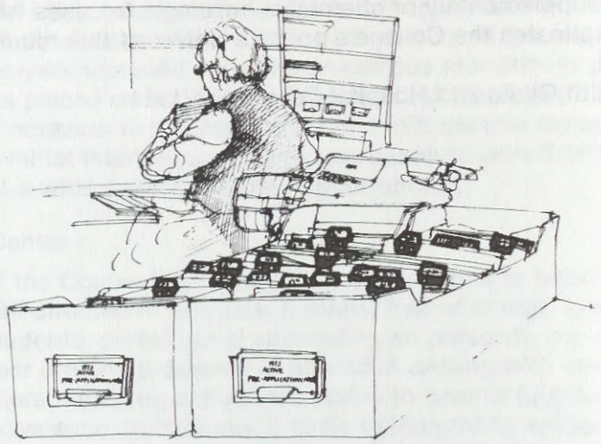
Health Services

The College's health care program is administered by Lake Forest Hospital, under the supervision of the Dean of Students. Physicians' services are provided by the Medical Director on campus and, when the Health Center is closed, by an Emergency Room Group which consists of fully-licensed doctors offering around-the-clock coverage at Lake Forest Hospital, 1½ miles west of the campus. These physicians treat students in the hospital's emergency room following referral from the Nurse, Residence Staff, or Campus Security. The Nurse is available at the Health Center in the campus Sports Center from 8:30 a.m.-12 noon and 1 p.m.-3:30 p.m., Monday through Friday, for a wide range of health services.

The basic fee covers the cost of medical services at the Health Service including supplies, dressings and over-the-counter medications, but does not include laboratory or x-ray fees. When a student is referred to Lake Forest Hospital the basic fee may not cover medical services rendered. The College requires that students participate in its group medical plan which is designed to help defray in-patient hospital charges. This policy covers up to $150 per day of the standard hospital room rate and related hospital and physician charges at nearby hospitals. Thus, students and their parents are urged to review the coverage offered, as listed in a brochure detailing benefits issued from the Business Office and routinely sent to new students before enrollment. Family insurance planning may

indicate supplementary or alternative coverage. In cases where an existing policy duplicates the College's policy a waiver of this requirement may be assigned.

(See Health Clinic and Hospital Fees, page 158.)



Admissions, Financial Aid College Expenses

ADMISSIONS

During its selection process the Admissions Staff at the College is primarily concerned with knowing the individual candidate. The criteria for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, race, national origin, sex, handicap, or financial position. And this policy is manifested by the diverse nature of the student community — a diversity so necessary to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, Lake Forest, Illinois 60045.

Students are urged to begin the application procedure early in their final year of secondary school. Non-traditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application. However, admissions decisions are rendered

in mid to late March for all freshman candidates whose applications are complete as of March 1. For applications received after March 1, decisions will be announced as the file becomes complete and as conditions permit.

Students who also are candidates for financial aid should make certain to file the Lake Forest Application for Financial Assistance.

Lake Forest College subscribes to the Candidates Reply Date Agreement and all regular candidates for admission (i.e., those not applying under the Early Decision Plan) will have until May 1 to notify the College of their decision to accept or decline the College's offer of admission.

Secondary School Requirements

There are no formal course requirements for entrance to Lake Forest. However, it is strongly recommended that candidates present four years of English, at least three years of mathematics, three years of one foreign language, and one or two years of work in both history and the natural sciences. All applicants are encouraged to take as much accelerated course work as possible, including formal Advanced Placement offerings.

Examinations

All candidates are required to present the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board or the American College Testing Program to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school.

The Admissions Staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the Admissions Staff welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment arranged in advance is necessary. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday during the calendar year, and Saturdays, 9 to 11:30 a.m. when the College is in session. Telephone (312) 234-3100.

Early Decision

The purpose of the Early Decision Program is to allow a student who has determined that Lake Forest is his or her first choice to receive early notification of the admissions decision. Candidates requesting an early

decision are permitted to apply to other colleges, but implicit in such a request is the commitment to attend Lake Forest College if admitted. Upon notification of admission under this plan, candidates are expected to withdraw all other college applications and to post a non-refundable tuition deposit within two weeks of notification of admission.

The Admissions staff will review the applications of Early Decision candidates as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks after completion of their application. Requests for Early Decision may be made up to February 15.

Early Decision candidates who will require financial assistance should make certain that the Lake Forest Application for Financial Assistance (LFAFA) is filed early in the candidate's final year of secondary school in order that both admissions and financial aid decisions may be rendered simultaneously.

Deferred Admission

Students who may wish to defer their enrollment in College should complete the application procedure during the final year in secondary school. Questions and specific requests for deferred admission should be addressed to the Dean of Admissions.

Admission by Transfer

Students enrolled at other colleges and universities and desiring admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least "C" or its equivalent and be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given.

Graduates of accredited junior colleges and recipients of the AA degree in an applicable field, if admitted to Lake Forest College, will be granted full junior standing. (The only course evaluation to be considered will be that of determining those courses applicable to the student's declared major field.)

When a transfer student is admitted to the College from a four-year college or university, the maximum number of credit hours accepted is 76 semester hours (or 20 LFC course credits). The maximum number of credit hours accepted from a junior college is 60 semester hours (or 16 LFC course credits). All of the courses in an applicable field, up to the aforementioned limits, he or she has taken and passed toward fulfillment of the Bachelor of Arts degree at the former institution, or the Associate of Arts degree in the case of the junior college, will be accepted toward

fulfillment of the B.A. degree at Lake Forest College provided a "C" average or better has been achieved at the previous institution.

Transfer students are admitted at the beginning of each semester. For further details concerning the College's credit and residence requirement, see the section Requirements for Graduation.

All candidates for admission on a transfer basis (anyone who has been enrolled in another college or university) are required to submit the following credentials:

1) Application for admission
2) Secondary school transcript
3) Transcripts of all college work completed through the most recent term
4) A letter of recommendation from the academic dean or a teacher at the most recent college attended is requested.

FINANCIAL AID

Financial aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own reasonable efforts or through those of their family. Lake Forest is committed to the philosophy that, insofar as resources are available, no student who is otherwise qualified should be prevented from attending because of financial limitations.

An application for financial aid does not hinder a student's application for admission; indeed, the two applications are considered separately. But a student is notified of the result of both the application for admission and and for financial aid simultaneously.

The College is also committed to providing prospective students and their parents with **quick** access to **accurate** information concerning the amount of aid for which a student may qualify. To this end, the College has designed an institutional aid application, the Lake Forest Application for Financial Assistance. This form may be filed with the College **at any time** during the student's final year of secondary school. Students filing the LFAFA prior to February 1, 1986, will be notified of their estimated financial need within two weeks of the College's receipt of the form. Obviously, no aid funds will be committed to a student until he or she has applied for and been granted admission. It is the College's hope, however, that the early and accurate guidance provided by the Lake Forest Application for Financial Assistance will be of help to those families who are concerned about meeting the costs of a Lake Forest College education.

Financial aid awards at Lake Forest are made for a one-year period. But if the student continues to evidence need and maintains an academic record commensurate with ability, the financial aid award will be renewed each year. Awards are always based on need.

Computation of Financial Need

In computing a student's financial need, the College calculates the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on several sources of funds:

- EXPECTATION FROM PARENTS: The College assumes that each family will provide the maximum amount possible from income, savings and other assets. In addition to the family income and assets, the College takes into account the number of dependents, number of children in college, extraordinary medical expenses, certain types of debts, and unusual situations.

- EXPECTATIONS FROM THE APPLICANT: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need an expectation from summer earnings is always made. For the 1985-86 academic year this will be $750 for freshmen and $1,000 for all other students.

- OUTSIDE FUNDS: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice — National Merit Scholarships, National Presbyterian College Scholarships, and other scholarships offered by local foundations, clubs, or business organizations. Residents of Connecticut, Illinois, Pennsylvania, Rhode Island and Vermont are required to file for these states' scholarships, as awards from these programs can be used at Lake Forest College.

The ability of a student to secure outside assistance almost always works to his or her benefit and never to his or her disadvantage. Even though the gift dollars from Lake Forest College may be reduced (all awards must remain within the computed need figure), the total amount of gift funds available to the student when all sources of gift aid are added together will be equal to or greater than the gift aid provided by Lake Forest College alone.

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1984-85 academic year, the Board of Trustees authorized a total of $2,667,750 to be awarded in the form of Lake Forest College gift dollars.

PELL Grant

Under this provision of The Higher Education Act of 1972, each student would be "entitled" to $1,800 a year in student aid, minus his or her

"expected family contribution," which would be determined by, among other things, the "effective family income, the number of dependents in the family and the number of dependents attending a college or university, the amounts of the assets of the student and/or the family, and unusual expenses." However, the maximum award has been increased and it is anticipated a maximum Pell for 1985-86 will be $2100.

Supplemental Educational Opportunity Grants (SEOG)

This program, if funds continue to be appropriated by Congress, is designed to provide grant assistance to students of exceptional financial need who, without such assistance and because they lack personal financial means, would be unable to enter or remain in an institution of higher education.

The maximum amount of a single-year grant is $2,000. The Secretary of Education will prescribe to institutions of higher education the basic criteria for identifying eligible recipients.

Students do not need to make direct application for SEOG consideration. The Director of Financial Aid of Lake Forest College will notify eligible recipients when grant funds have been appropriated and the Commissioner's guidelines received.

National Direct Student Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate students. While the loan program will vary slightly from year to year, Lake Forest College does apply and has received funds which allow student participation in the National Direct Student Loan Program. Students receiving financial assistance and who have additional questions regarding this program should contact the Director of Financial Aid.

Concern by Lake Forest College, the Department of Education and members of Congress regarding the national default rate on these loans has led the College to adopt the following policy:

> "An individual who is in default on the payment of his/her National Direct Student Loan may be subject to the withdrawal and termination of College services."

Such services include, among other things, the mailing of transcripts, reporting of attendance, processing of recommendations, etc.

Guaranteed Student Loans

A state guaranteed loan program has been available in all states. Participating banks and other financial institutions provide loans to full-time students who meet the criteria established by the federal government.

Further information may be obtained from the participating bank or the Office of Financial Aid at the College.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remunerative value from $900 to $1,700. The majority of student jobs are in the dining hall, library, and various administrative offices. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, and others.

Minimum Standard of Academic Progress

To be in compliance with recently enacted state and federal regulations related to student financial aid recipients, Lake Forest College has the following criteria as a standard of minimum academic progress.

1) Freshmen and transfer students in their first term at Lake Forest College are considered to be meeting minimum academic progress.
2) A normal course load is four (4) course credits per semester, but one will be considered a full time student during the academic year if enrolled for three (3) course credits per semester.
   A minimum of thirty two (32) courses are required for graduation. The undergraduate who registers for the minimum number of courses required to remain full time would require eleven (11) semesters in order to graduate.

Therefore, in order to meet the minimum standard of academic progress required for certification as being eligible for state and federal student aid support the student must have completed, depending upon the number of terms enrolled, the number of course credits indicated in the chart below.

Terms	1	2	3	4	5	6	7	8	9	10	11
Credits earned		6		12		18		24		30	32

Usually the student will be placed on academic probation after failing two course credits in a given academic year. If a student is a recipient of grant assistance from the College and falls behind in credits more than a term, such a student will not receive additional support from College funds until those deficient credits have been made up.

A student denied financial aid because he/she has failed to meet the minimum standard of academic progress may appeal this decision. The appeal must be in writing, directed to the Director of Financial Aid, and describe in detail the reasons for not having completed the required

number of credits. If the Director of Financial Aid rejects the appeal, the student may request that the appeal be forwarded to the Financial Aid Review Panel for review.

COLLEGE EXPENSES

Students enrolling at the College for the fall semester are expected to continue through the academic year. The programs of the College are planned and budgeted accordingly.

The College charges a comprehensive tuition per semester for all degree candidates registered for any load from 3 to 4½ course credits. Payment due dates and amounts are detailed on the following pages.

Senior students who require fewer than three credits in a billing period will be charged only for courses taken.

Course Overload Charge

Students who are registered for a course load in excess of 4½ credits in a given semester will be charged for the additional half or full credits: e.g., a load of 5 credits will be charged at an additional half-credit of tuition. Withdrawal, or dropping a course, is subject to regular refund policies.

Special Charges

When available a room used by double occupancy may be requested as a single for an additional charge of $375 per year. This is known as a differential single. A differential triple will require an additional charge of $200 per year per student.

Courses for which one course credit is earned upon completion of a year's work (i.e., choir, applied music, writing tutorial) are billed in the second semester of study, during which the credit is to be received, in accordance with the above statement, College Expenses.

Additional charges for music lessons, which are billed during the first semester of study, will be subtracted from the second semester billing if the student registers for a course credit for this study.

Course work at Barat College for which a full-time student registers will be considered as part of the total Lake Forest College course load and will be billed in accordance with the above statement, College Expenses. Although credit at Barat is recorded in semester hours, the billing will be based on the Lake Forest College course credit or fraction thereof which is applicable to the student's degree. (See Cooperation with Barat College, page 26.)

Reinstatement

A $25 reinstatement fee will be charged at time of re-registration should a student's registration have been cancelled by the College as a result of non-payment of bill.

Program Leave Reimbursement

Students enrolling in "Program Leave" courses at other institutions will be required to pay the full comprehensive Lake Forest College fee at the regular due date. The other institution may require payment as well. Upon acceptance of the credit by Lake Forest College, the student's account will be reimbursed by the College for actual tuition charged by the other institution, not to exceed the comparable course cost at Lake Forest.

Health Clinic and Hospitalization Fees

The $65 health clinic fee, which does not cover hospitalization insurance, is mandatory for all full-time students, as the Health Service is available to such students.

Hospitalization coverage is required of all students residing in the College's residence halls and is optional for non-resident students. The cost is $92. A waiver form for this coverage may be obtained from the Business Office if family coverage is carried. Waivers must be approved by the Business Office by October 1, 1985, for full cancellation and by February 1, 1986, for partial cancellation.

Fines and Damage

Students will be assessed for library fines, for on-campus traffic violations, and for damage they may cause to College property.

Schedule of Payments For the 1985-86 Academic Year

1st Semester		Resident	Non-Resident
Tuition		$ 4,500	$4,500
Activity Fee		80	80
Room		585	
Board		630	
Clinic Fee		65	65
Hospitalization Insurance		92	Optional
Key Deposit		5	
	TOTAL:	$ 5,957	$4,645
1985-86 deposit		$ 100	$ 100
By August 19, 1985		5,857	4,545
	TOTAL:	$ 5,957	$4,645
2nd. Semester			
Tuition		$ 4,500	$4,500
Room		585	
Board		630	
By January 2, 1986	TOTAL:	$ 5,715	$4,500
TOTAL CHARGES:		$11,672	$9,145

The Board of Trustees has specified that **all** tuitions and fees are due on the dates indicated above. Registration will not be permitted if accounts are not cleared. The College reserves the right to evict students from residence halls and the dining hall, and to cancel registration unless the account is cleared. Past due accounts are subject to charges to one percent per month on the upaid balance. Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Three basic payment procedures are used:

- Standard Plan-Full payment by the dates shown above.
- Lake Forest College Prepayment Plan.
- Scheduled payments to an outside plan received by the dates shown above.

Billing Procedures For Partial Academic Year

Students enrolling January 2, 1986:		
Tuition	$4,500	$4,500
Activity Fee	40	40
Room	585	
Board	630	
Clinic Fee	32	32
Hospitalization Insurance	70	Optional
Key Deposit	5	
By January 2, 1986	$5,862	$4,572

Refunds

A normal course load for a full-time student is from 3 to 4½ credits per semester. Only in exceptional circumstances and with written approval of the Dean of Faculty's Office, may reductions be made below the 3-course level and refunds granted. Such refunds will be computed in accordance with the policy of refunds detailed under "Withdrawal From the College", below. The same refund schedule as in the latter policy will also apply in cases where a tuition refund is authorized for a reduction from an overload to a normal load. See page 32 for definition of course overload. For tuition costs for overloads, see pages 157 and 161.

For course changes which do not fall within the normal full-time student range of 3-4½ course credits, please see information sheet regarding additional charges and/or refunds in the Business Office.

A student who changes residential status after the beginning of a term from resident to non-resident will be charged $100.

Withdrawal From The College

Withdrawal from the College is handled through the Office of the Dean of Students. The official date of withdrawal is determined by that Office. Students who participate in roomdraw or pre-registration and subsequently withdraw forfeit the $100 deposit. Refunds for withdrawal from the College are recorded according to the following schedule:

		AMOUNT REFUNDED	
1st Billing Period	2nd Billing Period	Resident	Non-Resident
On or before September 6, 1985	On or before January 24, 1986	$4,950	$3,865
On or before September 20, 1985	On or before February 7, 1986	4,210	3,280
On or before October 2, 1985	On or before February 19, 1986	3,365	2,625
On or before October 11, 1985	On or before February 28, 1986	1,655	1,290
After October 11, 1985	After February 28, 1986	-0-	-0-

There are no refunds for Dismissal, Suspension or Expulsion from the College.

Other Expenses

Part-Time Students:	
Per course	$1,125
Auditing Students:	
Per course	$ 275
(when the student is not enrolled full-time)	
Special Charges:	
Application Fee	$ 20
Course Overload for credit (including credit by exam)*	
½ course credit	$ 563
1 course credit	$1,125
Music Fees (not for credit)	
semester	$ 130
	$ 5
Late Registration Fee	$ 3
Change in registration after classes begin	$ 25
Reinstatement	
Room Differential Privileges	
Single	$ 375
Triple	$ 200

*No special fee will be charged if credit by examination is established during the fall term of the freshman year by a student in a subject that is not covered by advanced placement tests.

Directory

ADMINISTRATIVE OFFICES AND OFFICIALS

OFFICE OF THE PRESIDENT

Eugene Hotchkiss, President
Gordon E. White, Assistant to the President and Director of Financial Aid
Carol Gayle, Assistant to the President — Community Relations

OFFICE OF ACADEMIC AFFAIRS

Bailey L. Donnally, Provost and Dean of the Faculty
George L. Speros, Associate Dean of the Faculty
Arthur Zilversmit, Director, MLS Program and Continuing Education
Margaret T. McNamara, Assistant Director, MLS Program and Continuing Education

OFFICE OF DEVELOPMENT

Gene S. Brandt, Vice President for Development
Carroll S. Adams, Assistant to the Vice President
Margaret B. Bramhall, Development Associate — Community Relations
~~Claudia P. Ericson '80~~, Assistant Director of Alumni Programs
Carol Gard, Development Associate — Prospect Research
Judith M. Gooch, Director of Development
Wendy Thomas Hicks, Assistant Director of Development
Helene D. Lewis, Director of Public Relations
Robert A. Wiegand, Director of Planned Giving

OFFICE OF BUSINESS & FINANCE

Theodore R. Carlus, Vice President — Business
Leslie Thomas Chapman, Assistant Vice President — Business
Jane Shillinglaw, Assistant to the Vice President — Business
Valerie Carlson, Conference Director
Ednatha C. Scholz, Manager, Printing
Alphonse Zabor, Director, Physical Plant
Robert LePak, Assistant to the Director, Physical Plant

OFFICE OF STUDENT AFFAIRS

Eric R. Riedel, Dean of Students
Steven J. Watter, Assistant Dean
L. Adriana Bonewitz, Administrative Assistant
Wayne Doleski, Director of Campus Activities
Donald T. Craft, Director, Security
Naomi C. Tsuzuki Ewing, Director, Career Planning and Placement
Granger F. Kenly, Employment Development Officer

OFFICE OF ADMISSIONS

Francis B. Gummere, Jr., Dean of Admissions
Cynthia J. Bradley, Assistant Director of Admissions
Carmine L. Salvucci, Assistant Director of Admissions
Mary Beth Snyder, Assistant Director of Admissions
Henryne C. Green, Admission Officer
Emily Sands, Assistant to the Dean

OFFICE OF THE REGISTRAR

Ruthane I. Bopp, Registrar

LIBRARY

Arthur H. Miller, Librarian
Victor Biggs, Patricia Cardenas, Hedwig E. Ford, William L. Starck, Guynell Williams, Assistant Librarians

OFFICE OF FINANCIAL AID

Gordon E. White, Director and Assistant to the President
Mary Lynne Schell, Assistant to the Director

COMPUTER SERVICES

James Oddo, ~~Susan S. Scott~~, Programmers/Analysts

COUNSELING CENTER

Phylis M. Frankel, Director; Associate Professor of Psychology
Charles F. Behling, Associate Professor of Psychology
Dover Roth, M.D., Psychiatric Consultant
Barbara Stadheim, Counseling Center Staff
Karen Beckstrand, Counselor
David Randall, Counselor

HEALTH

Nancy Ryan, M.D., (Medical Director)
Carole Klepper, R.N., College Health Nurse Practitioner

HEAD RESIDENTS, 1985-86

Earl Barnes, Blackstone Hall
Pat Loll, Bradley Lodge
John Carnahan, Deerpath Hall
Colin Lundgren, Gregory Hall
Cheryl Sneed, Harlan Hall
Mary Bach, Lois Hall
Pat Horne, McClure Hall
A.J. Caputo, Moore Hall
Cindy Hahn, Nollen Hall
Cindy MacDonald, Roberts Hall

PHYSICAL EDUCATION AND ATHLETICS

Michael E. Dau, Director; Football and Handball Coach
Tom Baumann, Assistant Football Coach
R. Wayne Braxton, Football and Lacrosse Coach
Tony Fritz, Hockey and Soccer Coach
Frank Giannamore, Assistant Football Coach
Elizabeth A. Burke Kaufmann, Volleyball and Basketball Coach
Cardell "Skip" Cook, Swim Coach, Assistant Soccer Coach
Charles E. Miller, Basketball Coach
Lucille Ramsey, Women's Tennis Coach
Susan M. Trainy, Field Hockey and Softball Coach
Robert Reisen, Men's tennis

TRUSTEES

OFFICERS:

Wesley M. Dixon, Jr., Chairman
James P. Gorter, Vice Chairman
Francis C. Farwell II, Secretary

CHARTER TRUSTEES:

James D. Vail - - -

Class of 1986

Peter B. Cherry (1981), President, Chief Operating Officer, Cherry Electrical Products Corporation
Wesley M. Dixon, Jr. (1966), Vice Chairman (ret.), G. D. Searle & Co.
Russell W. Fisher (1979), President, Jasper Corporation
Mrs. A. S. Hart, Jr. (1979), Lake Forest, Illinois
Mrs. Frank T. Mohr, Jr. '52 (1980), Lake Forest, Illinois
~~Frank S. Read~~ ~~(1971), Chairman (ret.), First National Bank of Lake Forest~~ Life 5/9/86

Class of 1987

Mrs. Henry T. Chandler (1983), Lake Forest, Illinois

Robert M. James (1979), Senior Lecturer in Business Administration, The University of Chicago
James A. Lovell, Jr. (1983), President, Centel Communications Company
Charles A. Meyer (1974), Senior Vice President, Public Affairs (ret.), Sears, Roebuck & Co.
William L. Powell '51 (1979), President, William L. Powell and Company

Class of 1988

Robert DePree (1984), President, Lease Management Corporation
Mrs. Thomas H. Dittmer (1984), Lake Forest, Illinois
William E. Lowry, Jr. (1984), Manager, Manpower Planning and Development, Joseph T. Ryerson & Son, Inc.
Harry D. Oppenheimer II '66 (1984), Chairman, HDO Productions, Inc.
Howard C. Shank '42 (1978), Lake Forest, Illinois
Mrs. Henry P. Wheeler (1984), Lake Forest, Illinois

Class of 1989

Francis C. Farwell II (1958), Partner, William Blair & Company
Daniel A. Gescheidle '57 (1977), President, North American Foodservice Companies and United Institutional Distributors, Inc.
James P. Gorter (1971), Partner, Goldman, Sachs & Company
William U. Parfet '70 (1985), Corporate Vice President and Treasurer, The Upjohn Company
Geoffrey B. Shields (1985), Gardner, Carton & Douglas

EX OFFICIO:

Eugene Hotchkiss (1970), President, Lake Forest College

NATIONAL TRUSTEES:

Class of 1986

Glen G. Cain '55 (1980), Professor of Economics, University of Wisconsin
Joseph G. Hodges, Jr. '65 (1976), Davis, Graham & Stubbs
Thomas R. Leuenberger '81 (1982), Data Processing Manager, Nelson Electric Company, Inc.,

Class of 1987

J. B. Brown '45 (1979), President, U.S.A. Properties Fund, Inc.
Louis E. Porterfield '51 (1983), Vice President, Publisher, GOOD HOUSEKEEPING
William V. Shannon '52 (1979), President, Gannett Newspaper Advertising Sales

Class of 1988

Mrs. Steven O. Chervony '83 (1984), Elementary Teacher, Northfield, Illinois
Robert P. Tiernan '49 (1980), Vice President, Administration and General Counsel, Basic American Foods Incorporated

Class of 1989

Frederick P. Engstrom '57 (1984), Bryn Mawr, Pennsylvania
Patrick G. Keig '50 (1982) San Diego, California

EX OFFICIO:

Robert Cohen '58 (1984), President, Alumni Board of Governors
Maurice F. Dunne, Jr. (1975), President, Lake Forest Graduate School of Management
Mrs. Russell W. Fisher (1984), Chairman, Lake Forest College Women's Board

LIFE TRUSTEES

Miss Lilace Reid Barnes (1944-61), Lake Forest, Illinois
George R. Beach (1955-1974), Midwest Regional Manager (ret.), E.I. DuPont de Nemours & Company
Mrs. Richard Bentley (1950-62), Montecito, California
Gardner Brown (1965-1975), Limited Partner (ret.), White, Weld and Company, Inc.
Mrs. James H. Douglas, Jr. (1967-1969), Lake Forest, Illinois
James R. Getz (1962-1976), Real Estate Management, Lake Forest, Illinois
Arthur G. Hailand, Jr. (1968-1984), Chairman, Butler Aviation International, Inc.
John H. Haugh '31 (1965-74, 1976-78), President, Tucson Tallow Co., Inc.
Mrs. Marc Hollender '42 (1977-1985), Nashville, Tennessee

Miss Mary Longbrake '35 (1969-78), Vice President (ret.), The Northern Trust Company
Kenneth F. Montgomery (1964-71), Counsel, Wilson and McIlvaine
Mrs. William R. Odell (1950-1976), Charlottesville, Virginia
Eric Oldberg, M.D. (1964-1971), President (ret.), Chicago Board of Health
Mrs. Richard W. Simmons (1973-1985), Lake Bluff, Illinois
Philip L. Speidel '19 (1951-1968), President (ret.), First National Bank of Lake Forest
Frank L. Spreyer '35 (1961-69, 1970-79), Executive Vice President (ret.), Jewel Food Stores
Ernest H. Volwiler (1950-1966), President (ret.), Abbott Laboratories
Harris E. Wilder (1933-1968), Vice President, The Illinois Company Inc.
J. Howard Wood '22 (1944-1967), Director, The Tribune Company

THE FACULTY

Eugene Hotchkiss (1970) A.B., Dartmouth College; Ph.D., Cornell University; LL.D., Illinois College
President of the College

Donald E. Bartlett (1958-1979), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion, Emeritus

Martha Lydia Biggs (1937-1972), B.A., Lake Forest College; M.S., University of Illinois
Librarian, Emerita

Esther DeMerritt (1959), Grinnell College
Associate Director of Admissions, Emerita

Marvin C. Dilkey (1955-1976), B.A., DePauw University; Ph.D., Cornell University
Professor of German, Emeritus

Rosemary D. Hale (1946-1984), A.B., Mount Holyoke College; M.A., American University
Professor of Economics, Emerita

Richard Watson Hantke (1942-1973), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History, Emeritus

H. Murray Herlihy (1957-1982), B.A., University of Alberta; M.A., Ph.D., The University of Chicago
Professor of Economics, Emeritus

Harald Christen Jensen (1942-1973), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Professor of Physics, Emeritus

Joann Harrington Lee (1950-51, 1960-84), B.A. University of Missouri; M.A. in L.S., The University of Michigan
Assistant Librarian, Emerita

Elizabeth Teter Lunn (1930-1935, 1946-1970), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology, Emerita

Edwin Clark Reichert (1946-1974), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education, Emeritus

Ruth Baker Sharvy (1967-1975), B.A., University of Wisconsin
Assistant Librarian, Emerita

Charles S. Smith (1962-1985), B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University
Associate Professor of Mathematics, Emeritus

Arthur W. M. Voss (1941-42, 1946-1976), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English, Emeritus

Nicholas J. Wasylik, (1958-1979), B.S., Ohio State University; M.A., Columbia University
Physical Educator and Coach, Emeritus

Robert A. Baade (1973), B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison)
James D. Vail Associate Professor of Economics

Charles F. Behling (1968), B.A., M.A., University of South Carolina; M.A., Ph.D., Vanderbilt University
Associate Professor of Psychology and Staff Member, Counseling Center

Kenneth C. Bennett, Jr. (1961), B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University
Professor of English, Chairperson of English Department

Bruce E. Bernard (1985), B.S., Southern Illinois University; M.S., University of Virginia
~~Instructor~~ in Physics

Victor Biggs (1984), B.A., University of Southern Florida; M.L.S., Florida State University
Assistant Librarian

Ruthane I. Bopp (1960), B.A., Lake Forest College; M.A., Northwestern University
Registrar of the College and Instructor in Mathematics

Ann D. Bowen (1952), Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University
Professor of Music

Cynthia J. Bradley (1984), B.A., Northwestern University
Assistant Director of Admissions

R. Wayne Braxton (1982), B.A., Fairleigh Dickinson University; M.A., Kean College
Physical Educator and Coach

Patricia Cardenas (1984), B.A., George Washington University; M.A., University of Illinois (Urbana)
Assistant Librarian

Lowell A. Carmony (1981), B.A., Indiana University; M.S., University of California (Berkeley); Ph.D., Southern Illinois University
Associate Professor of Mathematics and Computer Studies

Amelia Jane Carr (1982), B.A., Ohio State University; Ph.D., Northwestern University
Assistant Professor of Art

J. Scott Carter (1985), B.S., University of Georgia; Ph.D., Yale University
Assistant Professor of Mathematics

Frans Coetzee (1985), B.A., Northwestern University; M.A., Ph.D., University of Chicago
Assistant Professor of History

Marilyn S. Coetzee (1985), B.A., Northwestern University; M.A., Ph.D., University of Chicago
Assistant Professor of History

Sara Ann Cohen (1985), B.A., M.S., Northwestern University
~~Instructor in~~ Mathematics

Dan P. Cole (1965), A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University
William R. Bross Professor of Religion, Chairperson of Religion Department

Cardell Cook (1985), B.A., Centre College (Danville, Kentucky); M.S., University of Alabama
Physical Educator and Coach

Daniel Coughlin (1985), B.A., Tufts University; M.A., Bridgewater State College (Massachusetts)
~~Instructor in~~ Chemistry

John W. Coutts (1955), B.Sc., M.Sc., University of Manitoba; Ph.D., Purdue University
Ernest H. Volwiler Professor of Chemistry

Rosemary E. Cowler (1955), B.A., New Jersey College for Women; M.A., Indiana University; Ph.D., Yale University
Professor of English; Faculty Marshal

Carolyn T. Crane (1984), B.A., Boston College; M.A., Northwestern University
Instructor in Economics

Michael Benet Croydon (1968), Associate, Royal College of Art (London)
Professor of Art

Michael Edward Dau (1966), B.A., Lake Forest College
Director of Athletics; Physical Educator and Coach

Les R. Dlabay (1983), B.S., University of Illinois (Chicago); M.B.A., DePaul University; Ed.D., Northern Illinois University
Assistant Professor of Business

Bailey L. Donnally (1961), B.S., M.S., Auburn University; Ph.D., University of Minnesota
Provost and Dean of the Faculty; Professor of Physics

Richard F. Dye (1983), A.B., Kenyon College; M.B.A., Ph.D., The University of Michigan
Assistant Professor of Economics

Michael H. Ebner (1974), B.A., University of Toledo; M.A., Ph.D., University of Virginia
Associate Professor of History, Chairperson of History Department

Arlene Eskilson (1972), B.A., M.A., Roosevelt University; Ph.D., University of Illinois (Chicago Circle)
Associate Professor of Sociology and Anthropology

Roger J. Faber (1965), B.S., Calvin College; Ph.D., Michigan State University
Professor of Physics on the Jacob Beidler Fund

Juliana H. Feder (1982), B.A., Cornell University; M.A., University of California (Berkeley),
Assistant Professor of Biology

****†††Paul B. Fischer** (1971), B.A., M.A., City College of New York; Ph.D., University of Massachusetts
Associate Professor of Politics

Hedwig E. Ford (1982), B.A., Albion College; M.S., Michigan State University
Assistant Librarian

Ronald H. Forgus (1958), B.Sc., M.Sc., McGill University; Ph.D., Cornell University
Professor of Psychology

Phylis M. Frankel (1968), B.S., M.A., Ph.D., Northwestern University
Associate Professor of Psychology; Director and Staff Member, Counseling Center

‡**Marc P. Franson** (1984), B.S., B.A., M.B.A., J.D., Drake University
Lecturer in Business

Anthony L. Fritz (1978), B.S., M.S., University of Wisconsin (Milwaukee)
Physical Educator and Coach

‡**James R. Fryxell** (1980), A.B., Augustana College; M.S. (Mathematics), M.S. (Statistics), University of Illinois
Lecturer in Mathematics

Thomas G. Fuechtmann (1979), A.B., Ph.L., M.A., St. Louis University; Doctoraal, University of Amsterdam (Netherlands); Ph.D., The University of Chicago
Director of the Robert E. Wood Institute for Local and Regional Studies and Assistant Professor of Local and Regional Studies

Jonathan Fuller Galloway (1966), B.A., Swarthmore College; Ph.D., Columbia University
D.K. Pearsons Professor of Politics

Jean-Luc Garneau (1964), B.A., Universite Laval (Quebec); M.A., University of Illinois (Chicago Circle); Licence es Lettres Libre, Universite Laval
Associate Professor of French, Chairperson of Foreign Language Department

Carol Gayle (1966), B.A., Swarthmore College; M.A., Columbia University
Lecturer in History

David George (1985), B.A., M.A., Ph.D., University of Minnesota
Assistant Professor in Spanish

Frederic A. Giere (1962), B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico
Professor of Biology, Chairperson of Biology Department

Robert Bruce Glassman (1969), B.A., Columbia College; Ph.D., University of Pennsylvania
Professor of Psychology

Clayton Gray, Jr. (1977), B.A., Fisk University; M.A., University of Colorado (Boulder); Ph.D., University of California (Berkeley)
Associate Professor of German and Secretary of the Faculty

Robert Morse Greenfield (1967), B.A., Occidental College; M.A., Ph.D., Columbia University
Associate Professor of English

Janet S. Greenlee (1984), B.S., Ohio State University; M.S.W., West Virginia University; M.B.A., University of California at Los Angeles
Assistant Professor of Business

Gertrude Grisham (1976), Absolutorium, University of Vienna; M.A. Ph.D., Northwestern University
Director of the Writing Center and Lecturer

Ronald P. Grossman (1967), B.A., Ph.D., The University of Chicago
Professor of History

Francis B. Gummere, Jr. (1968), A.B., Trinity College (Connecticut); M.Ed., St. Lawrence University
Dean of Admissions

Richard Handler (1979), B.A., Columbia University; M.A., Ph.D., The University of Chicago
Assistant Professor of Sociology and Anthropology

Fastaedes, Frances, Lecturer in Soc. & Anth. (1985-

Barbara C. Hansen (1982), B.S., M.S., Ph.D., The University of Michigan (Ann Arbor)
Assistant Professor of Biology

Forest W. Hansen (1963), A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University
Professor of Philosophy

†**Ann Louise Hentz** (1956), B.A., University of Rochester; M.A., Ph.D., Ohio State University
Professor of English

Robert L. Holliday (1982), B.S., University of Missouri (Rolla); M.S., Ph.D., Southern Illinois University
Assistant Professor of Mathematics and Computer Studies

‡**Mary Gray Hughes** (1983), B.A., Barnard College; M. Litt., Oxford University
Lecturer in English

Tung Hon Jeong (1963), B.A., Yale College; Ph.D., University of Minnesota
A.B. Dick Professor of Physics, Chairperson of Physics Department

‡**Ellen E. Jones** (1984), B.A. (Political Science/Philosophy), B.A. (Speech/Theatre), University of Tennessee; M.F.A., Indiana University
Technical Director/Lecturer in Theatre

Claudio J. Katz (1984), B.A., Indiana University; M.A., York University (Toronto)
Instructor in Politics

Elizabeth A. Burke Kaufmann (1980), B.S., M.S., University of Dayton
Physical Educator and Coach

Frank E. Kirby (1963), B.A., The Colorado College; Ph.D., Yale University
Professor of Music, Chairperson of Music Department

Laura K. Klingbeil (1965), B.S., University of Detroit; M.S., Michigan State University
Instructor in Chemistry

David L. Krantz (1963), B.A., Brooklyn College; M.S., Ph.D., Northwestern University
Professor of Psychology

Julia Kate Kurtz (1981), B.A., Lawrence University; M.A., University of Pennsylvania
Instructor in Spanish

‡**Arthur Lazar** (1980), M.F.A., Ohio University
Lecturer in Art

†**D. L. LeMahieu** (1974), A.B., Lawrence University; A.M., Ph.D., Harvard University
Associate Professor of History

Abba Lessing (1965), B.A., Wesleyan University; M.A., Ph.D., Tulane University
Associate Professor of Philosophy, Chairperson of Philosophy Department

Louis G. Lombardi (1980), A.B., Brown University; Ph.D., University of Illinois
Assistant Professor of Philosophy asso. 9/1/86

Charles D. Louch (1957), B.A., The College of Wooster; M.S., Ph.D., University of Wisconsin
Professor of Biology

William B. Martin (1961), B.S., Franklin and Marshall College; Ph.D., Northwestern University
Professor of Chemistry, Chairperson of Chemistry Department

Louise C. Mason (1981), B.A., Swarthmore College; M.A., Tufts University; Ph.D. University of California (Berkeley)
Director of Theatre and Lecturer

Julie W. Massey (1980), B.S., University of Wisconsin; M.Ed., University of Pittsburgh
Instructor in Education

Claire Farley Michaels (1973), B.A., M.A., Ph.D., University of Connecticut
Associate Professor of Psychology, Chairperson of Psychology Department Prof. 9/1/86

Arthur H. Miller, Jr. (1972), B.A., Kalamazoo College; M.A. (English), M.A. (Librarianship), The University of Chicago; Ph.D., Northwestern University
Librarian

Charles A. Miller (1974), B.A. Swarthmore College; M.P.A., Ph.D., Harvard University
Professor of Politics, Chairperson of Politics Department

Charles E. Miller (1979), B.A., West Virginia Wesleyan College; M.A., West Virginia University
Physical Educator and Coach

Ronald H. Miller (1974), B.A., M.A., Ph.L., S.T.L., St. Louis University; Ph.D., Northwestern University
Lecturer in Religion and Coordinator of Interfaith Ministry

W. Gordon Milne (1951), A.B., A.M., Brown University; A.M., Ph.D., Harvard University
Professor of English

Alexander F. Mitchell (1964), M.A., (First Class Honors), University of Edinburgh; Diploma in Art, Edinburgh College
Professor of Art, Chairperson of Art Department

‡**Ramona Mitchell** (1974), Staatsexamen, University of Kassel (Germany)
Lecturer in Art

Thomas Moodie (1965), B.A., Park College; M.A., Ph.D., Columbia University
Associate Professor of History

William Moskoff (1970-72, 1983), B.A., Hunter College; M.A., Ph.D., Certificate, Russian Area Studies, University of Wisconsin
Ernest A. Johnson Professor of Economics, Chairperson of Economics and Business Department

Nader Nazmi (1985), B.S., Iowa State University; M.S., University of Illinois (Champaign) Ph.D.
Instructor in Economics Prof.

‡**Robert Orr** (1975, 1978), B.A., Lake Forest College
Lecturer in English

Edward W. Packel (1971), B.A., Amherst College; Ph.D., Massachusetts Institute of Technology
Professor of Mathematics

‡**Carol E. Ptack** (1979), B.A., St. Olaf College
Lecturer in Music and Director of the Choir

Eric R. Riedel (1975), B.A., Rutgers University; M.S., Indiana University
Dean of Students

Stephanie Riger (1973), B.A., M.A., Ph.D., The University of Michigan
Associate Professor of Psychology

Cheryl Ross (1978), B.S., M.S.M., Purdue University; C.P.A., Illinois
Assistant Professor of Economics

Deistl Ross (1984), B.S., Purdue University; M.M., Northwestern University
Assistant Professor of Business

Diane M. Ross (1980), B.A., M.A., Ph.D., Yale University
Assistant Professor of English

Steven J. Rosswurm (1977), B.A., The University of Michigan; M.A., Ph.D., Northern Illinois University
Assistant Professor of History

Carmine L. Salvucci (1985), B.A., College of Holy Cross
Assistant Director of Admissions

Franz Schulze (1952), Ph.B., The University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago
Betty Jane Schultz Hollender Professor of Art; Assistant Faculty Marshal

Ralph L. Shively (1965), B.S., M.A., Ph.D., The University of Michigan
Professor of Mathematics, Chairperson of Mathematics and Computer Studies Department

Laurie Jeanne Shrage (1983), B.A., University of California (Davis); M.S., Ph.D., University of California (San Diego)
Assistant Professor of Philosophy

‡**Florence Singer** (1975), B.A., Barat College; M.S., Illinois Institute of Technology
Lecturer in Education

W. Rand Smith (1977), A.B., University of North Carolina; M.A., Ph.D., The University of Michigan
Associate Professor of Politics

Mary Beth Snyder (1984), B.A., Saint Mary's College
Assistant Director of Admissions

George L. Speros (1963), B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid
Associate Dean of the Faculty and Associate Professor of Spanish

William L. Starck (1981), A.B., M.A., (English), Loyola University; M.A., (Librarianship), University of Chicago
Assistant Librarian

Nick C. Steph (1984), B.S., University of Southern Colorado; M.S., Ph.D., University of Oklahoma
Assistant Professor of Physics

Ghada Hashem Talhami (1983), B.A., Western College for Women; M.S., University of Wisconsin (Milwaukee); Ph.D., University of Illinois (Chicago Circle)
Assistant Professor of Politics

†**Martin L. Thompson** (1962), B.A., Concordia College; Ph.D., Indiana University
Professor of Chemistry

†††**Mark J. Tierno** (1979), B.A., Adelphi University; M.A., ArtsD., Carnegie-Mellon University
Associate Professor of Education, Chairperson of Education Department

Susan M. Trefny (1981), B.S., University of Illinois (Chicago); M.S., Eastern Illinois University
Physical Educator and Coach

Robert James Troyer (1968), B.S., Ball State University; M.A., Ph.D., Indiana University
Professor of Mathematics

Leo F. Van Hoey (1972), B.S., College Pitzemburg (Belgium); M.A., Universite de Neuchatel (Switzerland); Ph.D., Northwestern University
Professor of Sociology and Anthropology, Chairperson of Sociology and Anthropology Department

Nance Van Winckel (1979), B.A., University of Wisconsin (Milwaukee); M.A., University of Denver;
Associate Professor of English

°Victoria, Madeleine. Lecturer in Spanish.

Nance Van Winckel (1979), B.A., University of Wisconsin (Milwaukee); M.A., University of Denver; Associate Professor of English

Bernice G. Vignocchi (1984), B.A., Barat College; M/LS, Lake Forest College
Lecturer in English

Marja Warehime (1979), B.A., Bucknell University; M.A., Ph.D., Johns Hopkins University
Assistant Professor of French

Steven J. Watter (1983), A.B., Oberlin College; M.Ed., Colorado State University
Assistant Dean of Students

Kenneth L. Weik (1967), B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University
Associate Professor of Biology

Liselotte Weingant (1982), B.A., Teacher Training College, Krems (Austria); M.A.T., Pädagogisches Institut, Baden (Austria); A.M., Ph.D., University of Illinois
Assistant Professor of German

Naomi Wentworth (1983), B.A., University of Massachusetts (Amherst); M.S., Assumption College; Ph.D., University of Connecticut
Assistant Professor of Psychology

Guynell Williams (1981), B.S., South Carolina State College; M.A. (Librarianship), University of Denver
Assistant Librarian

Arthur Zilversmit (1966), B.A., Cornell University; M.A., Harvard University; Ph.D., University of California (Berkeley)
Professor of History, and Director of the M/LS Program and Community Education

‡**Nicole Zreczny** (1980), B.A., Roosevelt University; M.A., The University of Chicago; Ph.D., Northwestern University
Lecturer in French

Dates in parenthesis indicate year of original appointment to the faculty and length of service
‡Part-time teaching, 1985-86
†Sabbatical leave of absence, 1985-86
††Sabbatical leave of absence, Fall term, 1985
†††Sabbatical leave of absence, Spring term, 1986
*Leave of absence, 1985-86
**Leave of absence, Fall term, 1985
***Leave of absence, Spring term, 1986

THE ALUMNI ASSOCIATION

Since its first annual meeting in June of 1883, the Alumni Association has worked to keep alumni aware of and active in the ongoing life of the College. Under the guidance of a national Board of Governors, the Alumni Association develops and promotes a variety of alumni programs both on the Lake Forest College campus, and regionally through a network of Regional Councils.

The Office of Alumni Affairs coordinates and promotes the various alumni programs, and functions as a liaison between the Regional Councils and the College. It plans and participates in a range of activities designed to bring together Chicago area alumni and the College community, including the annual Homecoming celebration. The Office of Alumni Affairs also maintains files of current addresses and biographical data of all former students.

Alumni volunteers provide many services to the College. They help the Admissions Office by identifying potential candidates for admission and host informal receptions by the Dean of Admissions for newly admitted students and their parents each spring. They assist the Office of Career Planning and Placement by participating in career seminars, by providing information about job availability for both summer and permanent employment, and by making positions available for the academic-professional internship (work study) program. Alumni volunteers assist with the overall fund raising effort of the College by helping to identify potential donors and by participation in regional or special fund raising efforts.

The publication SPECTRUM, a tabloid published five times annually, provides a continuing link between the College and the alumni.

Alumni Board of Governors

President: Robert Cohen '58

LAKE FOREST COLLEGE WOMEN'S BOARD

Mrs. Russell W. Fisher, Chairman

The Women's Board was founded in 1971 for the purpose of establishing a closer relationship and a better understanding between the College and the Lake Forest/Lake Bluff community. The members of the Board participate in special programs during the year designed to bring an in-depth understanding of campus life and academic aims into focus.

Each year the Women's Board helps to enrich campus life by sponsoring a Woodrow Wilson Fellow. Visitors in the past few years have included Curtis C. Cutter, U.S. foreign service diplomat and UN delegation member; Mitchell Sviridoff, President of Local Initiatives Support Corp.; Ulrich Steger, West German Bundestag (parliament) member and most recently, Thomas N. Armstrong, Director of the Whitney Museum of American Art. The Fellows visit classes, are available for questions, and give lectures which are free and open to the community.

Each year the Women's Board also sponsors a lecture series designed to investigate topics of current interest. In January 1985, a highly successful day-long seminar was held entitled *Waging Peace in the Nuclear Age*. The seminar, open to the public, was conducted by Lake Forest College professors Jonathan Galloway, Ron Miller and Amy Carr.

LAKE FOREST GRADUATE SCHOOL OF MANAGEMENT

The Lake Forest Graduate School of Management, formerly the Advanced Management Institute (AMI), is located on the College Campus. Lake Forest College and the Lake Forest Graduate School of Management have shared facilities since the School was originally founded as the Industrial Management Institute in 1946. Each is independently accredited and governed; both cooperate in many ways.

For the LFGSM, the College offers the physical and academic environment of a nationally known collegiate institute. LFGSM brings to the college campus a number of students and the attention of industries, all concerned with quality education.

The Lake Forest Graduate School of Management offers development programs for management personnel, in cooperation with more than two hundred companies in the Chicago metropolitan area. The School confers both a Master of Business Administration (MBA) degree and a Master of Science in Management (MSM) degree. It also offers The Managers Program, a modularized one-to-three-year program of management development courses culminating in a diploma, plus special-topic seminars under a separate continuing education program.

Geographic Distribution of Students 1984-85 (September, 1984)

U.S. CITIZENS

STATE	NUMBER
Alaska	1
Arizona	8
California	6
Colorado	22
Connecticut	43
Delaware	3
District of Columbia	4
Florida	14
Georgia	1
Hawaii	2
Idaho	1
Illinois	479
Indiana	37
Iowa	7
Kansas	1
Kentucky	5
Louisiana	2
Maine	6
Maryland	4
Massachusetts	85
Michigan	27
Minnesota	24
Missouri	16
Nebraska	6
Nevada	2
New Hampshire	7
New Jersey	23
New Mexico	4
New York	51
North Carolina	2
Ohio	46
Oklahoma	2
Oregon	3
Pennsylvania	30
Rhode Island	5
Tennessee	22
Texas	5
Utah	1
Vermont	5
Virginia	3
Washington	6
Wisconsin	38
OUTSIDE U.S.A.	
El Salvador	1
	1060

FOREIGN STUDENTS

COUNTRY	NUMBER
Belgium	1
Bermuda	1
Canada	5
France	1
India	4
Ireland	1
Japan	4
Korea	2
Mexico	3
Netherlands Antilles	2
Nigeria	1
Sudan	2
Switzerland	2
Thailand	2
United Kingdom	3
Viet Nam	1
	35

Total States	41
Total Foreign Countries	17

MAJOR ENDOWED SCHOLARSHIP FUNDS

(All Scholarships Require Demonstrated Financial Need)

Elizabeth L. Beidler Scholarship for Women
Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a female student.

1984-1985 Recipient: Lynne Cox '86 — Kent, WA
Thomas Jefferson Senior High School

Francis Beidler Scholarship for Men
Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a male student.

1984-85 Recipient: Philip Klinkner '85 — Clinton, IA
Clinton High School

The Bockhoff Scholarship
Established by Mr. and Mrs. Lawrence B. Hunt in honor of Erma Bockhoff Hunt '15, Mary Bockhoff McCrea, '07, and Camilla Bockhoff Dunn, '09 to assist a student in the humanities who shows special academic promise.

1984-85 Recipient: M. Norine St. Arnault '86 — Littleton, CO
St. Mary's Academy

Joseph B. Fleming Scholarship
Established by Joseph B. Fleming and the Robert R. McCormick Charitable Trust to assist an outstanding student.

1984-85 Recipient: Laurie Armstrong '85 — Sharonsville, OH
Princeton High School

The Lila B. Frank Scholarship
Established by Mr. Curtiss E. Frank, in honor of his wife, to assist a male student who demonstrates potential leadership in public affairs.

1984-85 Recipient: John Carnahan '86 — Los Altos, CA
Taft School (Watertown, CT)

Nellie V. Freeman Scholarship
Established by Mrs. Nellie V. Freeman to assist a student in need of financial aid with preference given to students of the Presbyterian faith.

1984-85 Recipient: Keith Napier '85 — Kendallville, IN
East Noble High School

The Nathan S. Goldstein Scholarship
Established by Mrs. Nathan S. Goldstein, in memory of her husband, to assist a junior majoring in history.

1984-85 Recipient: Jacqueline Kline '86 — Barrington, IL
Barrington High School

Robert Hixon Memorial Scholarship
Established by Mrs. Robert Hixon, in memory of her husband, to assist a male student of high academic ability and good moral character with preference given to science majors.

1984-85 Recipient: Dennis Church '86 — Chesterfield, MO
Parkway Central High School

Betty Jane Hollender Scholarship
Established by Betty Jane Schultz Hollender '42 to assist an outstanding student.

1984-85 Recipient: Traci Schmidt '86 — Manitowoc, WI
Lincoln High School

Ralph and Florence Jones Scholarship
Established by Mr. and Mrs. Ralph Jones to assist a student who demonstrates financial need and preference is given to a student who participates in intercollegiate athletics.

1984-85 Recipient: Roger DiGregorio '86 — Chicago, IL
Cretin High School (MN)

Louis A. Kellar Scholarship
Established in honor of Prof. Keller by Mr. John Reuss '45 and other alumni of the College to assist a Lake Forest College student. First preference is given to a Waukesha County, Wisconsin high school graduate.

1984-85 Recipient: Julie Abel '86 — Waukesha, WI
Kettle Moraine High School

W.R. Meadows Scholarship
Established by Mr. and Mrs. Harry G. Meadows '44 (Ruth C. Anderson '46), in honor of Mr. Meadows' father, William '18, to assist a Lake Forest College student.

1984-85 Recipient: Catherine Brake '86 — Memphis, TN
Sheffield High School

Raymond Moore Scholarship
Established by a bequest from Mr. Raymond Moore to assist students attending Lake Forest College with preference being given to graduates of Lake Forest High School.

1984-85 Recipient: Jon Kendler '85 — Lake Forest, IL
Lake Forest High School

Fred Nitz Scholarship Fund
Established by Anna Colette McIntyre in honor of her foster father to assist students who demonstrate need, with preference given to students from St. Peters Lutheran Church in Joliet, Illinois and students from Milburn, Illinois.

1984-85 Recipient: Robin McCarley '86 — Antioch, IL
Antioch High School

Herbert D. Peterson, Jr. Memorial Scholarship Fund
Established by Mr. and Mrs. Herbert Peterson in memory of their son, Herbert D. Peterson, Jr. '50, to assist a Lake Forest College student.

1984-85 Recipient: Patrick Horne '85 — Fond du Lac, WI
St. Mary's Springs High School

Mr. and Mrs. Louis H. Rose Scholarship
Established by gifts from Chicago area newspaper distributors to honor Mr. and Mrs. Rose on their 50th wedding anniversary. Preference given to a student who has demonstrated financial need and has worked in newspaper circulation activities.

1984-85 Recipient: Scott Geary '88 — Mundelein, IL
Mundelein High School

Gottlieb Schaffer Memorial Fund
Established by Mr. Otto G. Schaffer '13 to assist a Lake Forest College student.

1984-85 Recipient: April Nemrava '85 — Glencoe, IL
Willows Academy

Wilma W. Spreyer Scholarship
Established by Mr. Frank Spreyer '35, in memory of Mrs. Wilma Westerman Spreyer '35, to assist a student who demonstrates financial need with preference given to a black woman.

1984-85 Recipient: Krystal Lucas '87 — Providence, RI
Classical High School

The Truman Scholarship
Established by Mr. Roswell Truman, through a gift annuity, to assist students who demonstrate financial need with preference to those residing in the United States east of the Ohio River.

1984-85 Recipient: Kristin Hurley '85 — Beverly, MA
The Waring School

William and Cecelia Wetzel Scholarship
Established during the 1983-84 academic year by the estate of Dr. Rita J. Wetzel '49 in honor of Dr. Wetzel's parents. Scholarship to assist a Lake Forest College student.

1984-85 Recipient: Fay Goytowski '86 — Schofield, WI
D.C. Everst Senior High School

Ruth Hendrickson Wood Science Scholarship
Established by Mr. J. Howard Wood '22, in memory of his wife who was in the class of 1921, to assist a woman majoring in one of the sciences or mathematics.

1984-85 Recipient: Elizabeth Tracy '85 — Highland Park, IL
Highland Park High School

Blanche Young Scholarship
Established by a bequest from Blanche Young Oldham '15 to assist a student majoring in the general field of communications.

1984-85 Recipient: Kimberly Dahl '85 — Oak Park, IL
Oak Park High School

Irvin L. Young Scholarship
Established by Mr. Irvin L. Young '26 and supported by the Irvin L. Young Foundation to assist students who demonstrate financial need with preference given to those who are children of Protestant ministers or persons engaged in social work.

1984-85 Recipient: Debra Woodruff '87 — Huntley, IL
Huntley High School

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DEGREES AND SENIOR HONORS

Degrees Conferred, 1985

Honorary Degrees

DOCTOR OF LAWS

Philip L. Speidel, '19

DOCTOR OF FINE ARTS

Lisel Mueller

DOCTOR OF HUMANE LETTERS

Vernon D. Jarrett

Master of Liberal Studies

Linda Rhode Hefter

Bachelor of Arts

Patricia Ann Alioto, Computer Studies
Giselle Marie Alvarez, Business; Psychology
Margaret M. Aplington, Sociology and Anthropology
Laurie Sue Armstrong, Economics; Politics
Amy Elizabeth Badertscher, History
Lori Barron, Comparative World Literature; English
Jon Thomas Berninzoni, Biology
Lynne Bhatia, International Relations
Esther Beth Bloch, Art: Art History
Debbie M. Boe, Chemistry
Mitchell Eric Bosse, Business
Gregory Stephen Bouvier, Psychology; Business
Yvonne Bradley, Music; Psychology
Kevin John Breen, Biology; Chemistry
Charles Wells Britton, English
Anita Bayard Brooke, Psychology
Christopher John Brown, Sociology and Anthropology
Keith A. Buchholz, Computer Studies
Daniel L. Budney, Computer Studies; Physics
Tria Ann Burgy, Psychology
James Demetrios Burlew, Politics
David Marc Caplan, Philosophy
Heidi Jo Carisch, Business
Theodore Robert Carlus III, Computer Studies; Mathematics
Michele Yvette Carr, Comparative World Literature; Education
Kirsten Louise Caspersen, Psychology
Ellen Grace Cishek, Chemistry
Corey Matthew Ciszek, Art; Business
Susan Catharine Cole, History
Suzanne Marie Coleman, Psychology; Sociology and Anthropology
Kevin Michael Collins, Business
Patricia Margaret Cooper, Business; Economics
Jane Wolff Côté, Art: Art History
Karl Couch, Business
Jennifer Alison Coyle, Psychology
Lawrence Gardiner Creel, Business
William Peter Cunningham, Jr., Business
Susan Keys Cutler, Chemistry
Kimberly J. Dahl, English
Kathleen Mary Dalburg, Biology; Education
Joseph Brian Dalton, History
Deborah Lynn Dalzell, Sociology and Anthropology; Education
John Mark Damko, English
Denise Constance Danos, Business
Glenn W. Davis, History
Jerald Keith Davis, Business
Dianne Therese DeSousa, Business; Psychology
Amy Rose Dilsheimer, Art: Art History; English
John T. Dineen, Business
Judie M. Donovan, Business; Economics
Laurie Kay Doss, Biology
Patricia Margaret Draper, Psychology
Elizabeth Ann Dresing, English
Peter Andrew DuBois, Business
Roberta Lee Duguid, Business
Marianne Edwards, Business; English
J. Scott Egner, Business; Psychology
Karen E. Elstein, Psychology

Tricia Millar Emery, Health Services
Karl Alan Emmerich, Biology
Karyn Beth Ender, Sociology and Anthropology
Carl P. Escamilla, Mathematics; Physics
Michael Olivier Etienne, Business
Hugh Vernon Faulkner, Jr., History
Alexander Patrick Fox, Business
Eleanor Randolph Fuller, Business
Deborah Kobsa Fulton, Computer Studies; Mathematics; Politics
Paul Alan Gabel, Physics; Education
Gregory James Gallagher, Politics
Joyce Evelyn Gebhart, Business; Mathematics
Laura Ann Gelfman, Psychology
Michael Robert Giles, Local and Regional Studies
Mark A. Golub, International Relations
Martha Gomez, Biology
Peter Michael Goodwin, Business; Economics
Virginia Ribeyre Greathouse, Art: Art History; English
Catherine A. Griffin, Economics; Politics
Eric Brian Hadler, Local and Regional Studies
Daniel L. Hall, Business
Peter Andrew Hamblett, History
Suzanne Celeste Hamlin, Business
Margaret Mary Hanlon, Biology
William Joseph Hansen, Psychology
David Laurence Harris, Local and Regional Studies
Cameron Adrian Hasch, Politics; Psychology
Valerie Ann Heitler, Business; Economics
Elizabeth Warwick Henderson, Art: Art History
Katherine Main Henderson, French; International Relations
Aimée Antoinette Henriquez, Economics
Craig Andrew Herter, Economics
Thomas Wolcott Hetley, Biology
Mary Hardy Hillman, International Relations
Bruce Albert Horigan, Business
Caroline Jeanna Horwood, Sociology and Anthropology
Kristin Hurley, International Relations
Lisa Iarkowski, English
Jennifer Ann Jeffris, Art: Art History; English
Brian Corey Johnson, Local and Regional Studies
Laura Holley Johnson, Economics; Politics
Daniel Aaron Jones, History
Marla Janine Jones, Biology; Education
Debra Lyn Junkunc, Business
Bruce Howard Kaplan, Biology
Adrienne Diane Karr, Business
Michael L. Kaufman, Computer Studies; Mathematics
Kenneth Kelly, Business; Economics
Mary Scott Kelly, Business
Jonathan Vern Kendler, Business; Economics
Elizabeth Lee Kennedy, Psychology
Jennifer Alice Kepler, Psychology
Barbara Bostick Kepper, Psychology
Lisa Anne Ruth Kersten, Philosophy; Psychology
Patrick Joseph King, Business
John B. Klaus III, Politics
Beverly Sonia Kleinman, Psychology; Education
Philip Alan Klinkner, Politics
Scott Francis Knous, Economics; German
Deborah Ann Korzeniowski, English; Education
Melissa Eve Kotler, English
Richard Glenn Kozal, English; Politics
Julianne M. Kraut, Psychology
Peter Krawchuk, Economics; History
Karl Johann Ragnar Wrussell Kristiansen VII, Physics
Karen Mary Kroon, Psychology
Stephen Arthur Kupiec, Computer Studies; Physics
Lee Ann Marie Lada, Psychology; Education
Eugene Victor Lagomarsino, Sociology and Anthropology
Lance J. LaLone, Economics
Vernon Oliver Larson, Business; Spanish
John Scott Lasher, Business
Donna M. Lawlor, Biology; Chemistry
Roy G. Leitch III, Psychology; Sociology and Anthropology
Thomas Fredrick Lennon, Business; Psychology
Linda Sue Lenrow, International Relations; Politics
Frances Theresa Leskovec, German; International Relations
Raymond James Leverty, Business
Michael Ellis Lyman, International Relations
Deborah Williams MacKenzie, American Studies
Patricia Anne Maher, Psychology
Sarah Radley Maline, Art; English
Anthony George Mallas, Biology
Cindy Lee Marsh, Business
David Brice McCann, Business
Evelyn M. McCarthy, English
Marjorie A. McDonald, Business
Paul Haven McDowall, Physics
James Edward McGowan, Computer Studies; Economics
Timothy E. McKay, Politics
Kara Patricia McKechneay, Sociology and Anthropology
Whitson Barry McNulty, Spanish
Robynn A. McPartlan, Business; Psychology
Melissa N. McRoberts, English

Elizabeth Joyce Medina, Biology
Joseph Shaw Messer, Politics
Frederick Clark Miller, Art; Philosophy
Gregg Darryl Miller, Economics
John Chukwuemeka Mojekwu, French; Spanish
Mary Elizabeth Morand, Art
Diane Hunter Morgan, Business
William Noyes Moseley, Art
Larry Howard Murison, Jr., Biology
June Marianne Murphy, English; Sociology and Anthropology
Keith Preston Napier, Business
April Louise Nemrava, Local and Regional Studies; Sociology and Anthropology
Martin Glenn Nielsen, International Relations
Frank O'Brien III, Economics
Kenneth Lloyd Oddi, Business
Maura J. O'Donnell, Local and Regional Studies
Meghan Marie O'Donnell, Politics
Bradford Sands Ladd O'Grady, Art: Art History
Shinji Okada, Business; Economics
Thomas J. Pape, History
Steven Louis Pappageorge, Business
Elizabeth Ann Parisoli, History
Ruth Alison Parry, French
Meena Manubhai Patel, Comparative World Literature; Sociology and Anthropology
Eugene Joseph Petrungaro, Business
Steven Pinciak, Business; Computer Studies
Jonathan N. Pingree, Business; Psychology
Andrew Joseph Porto, Chemistry
Steven Michael Powell, Business; Politics
Bradley Evan Promisel, Computer Studies; English
Whitney Elaine Reid, Business
Barbara Ann Reninger, Psychology
William Michael Reynolds, Business
Phillip Sanque Rhee, Business
Charles Nicholas Risom, Graphic Design
Douglas David Rubenstein, Economics
Julie Margot Rubin, Comparative World Literature
Joseph Paul Sacco, Art; Psychology
Michael Peter Sammons, Engineering
Terri Lynn Sanderson, Biology; Psychology
Beth Ann Schluckbier, Economics
Debra K. Schommer, Business; Psychology
Todd Schriger, Psychology
Janis Lynn Schroeder, Chemistry; German
William W. Schweinebraten, Business
Fred H. Senft, Jr., Economics
Amy Shanahan, English
Kristin Gwen Shaner, English
John Louis Shannon, Sociology and Anthropology
Dirk Cameron Shelley, Economics
Thomas Stein Sherman, Economics; Education
Michael Jay Sherry, Art: Art History; Business
Katherine Constance Sherwin, Art: Art History; English
Philip Andrew Shively, Economics; Mathematics
Christopher Gerald Shuff, International Relations
Lee Howard Siegel, American Studies
Alisa Dawn Simkus, International Relations
Robin Lynne Sittaro, Art: Art History; Mathematics
Peter Craig Skizas, Biology
John Charles Slosberg, Art: Art History
Hilary Samuel Smart, Local and Regional Studies
Audrey Letitia Smith, International Relations
Stanley Blanchard Smith, Jr., Politics
Sabrina Ann Smithers, Art: Art History
Sarah Brooke Spalding, Politics; Psychology
Deborah A. Spangler, Psychology
J. Michelle Speir, Business
Judi L. Steiner, Business
Mark Raymond Stevens, Engineering
Nancy Tucker Stout, Art: Art History
Douglas Parker Stuart, Business; International Relations
Joseph Kevin Sullivan, Business
Krista Lynn Sutter, Business; English
Mark William Talgo, Economics
Merita R.C. Tan, Chemistry
Lauren Marie Targ, English
George Daniel Terzakis, Politics
William McCormick Thomas, History
Ann Switzer Thompson, English; Education
Kathleen Martha Tilbury, Biology; Spanish
Christine W. Tolleson, Art: Art History
Elizabeth Tracy, Chemistry
John Edward Tracy, Economics
Karen Ann Trottier, Biology; English
Arene Tsao, Business
Daniel Jon Ugaste, Politics
Elyse R. Umlauf, English
Roxane VanHove, Business
Mark Joseph Vruno, English; Education
Thomas Stephen Waclawek, Business
Steven John Waldschmidt, Mathematics; Physics
Jeffery Bryan Walker, Psychology
*Nancy Lee Ward, Art
Brian John Kenny Barnabas Weber, English
Eric Francis Wenz, Business
Malinda S. Wiggins, Computer Studies
Randall James Williamson, Business; Economics

*Degree awarded posthumously

Anne Elena Wilsey, Psychology
Jeanne Louise Wisner, Music
Lucy Randolph Wohltman, Art: Art History; English
Stacy Woldt, Art: Art History; English
Amy Woodruff, Politics
Jeffrey Allen Worf, English
Rebecca Suzanne Worland, Psychology
Scott W. Wright, History; Religion and the Politics of Peace
Matthew Nathan Young, History; Politics
Timothy Robert Zender, Business

Honors and Awards, 1985

Phi Beta Kappa, Theta Chapter of Illinois

Lori Barron
Michele Yvette Carr
Kirsten Louise Caspersen
Ellen Grace Cishek
Dianne Therese DeSousa
Hugh Vernon Faulkner, Jr.
Deborah Kobsa Fulton
Bruce Howard Kaplan
Philip Alan Klinkner
Deborah Ann Korzeniowski
April Louise Nemrava
Dirk Cameron Shelley
Philip Andrew Shively
Elizabeth Tracy
Patricia Sue Turner
Steven John Waldschmidt

Independent Scholar

Charles Nicholas Risom
Scott W. Wright

Summa Cum Laude

Lori Barron
Ellen Grace Cishek
Dianne Therese DeSousa
Deborah Kobsa Fulton
Bruce Howard Kaplan
Philip Alan Klinkner
April Louise Nemrava
Maura J. O'Donnell
Philip Andrew Shively

Magna Cum Laude

Michele Yvette Carr
Kirsten Louise Caspersen
Hugh Vernon Faulkner, Jr.
Jennifer Ann Jeffris
Deborah Ann Korzeniowski
Dirk Cameron Shelley
Elizabeth Tracy
Steven John Waldschmidt
Stacy Woldt

Cum Laude

Laurie Sue Armstrong
Kevin John Breen
Daniel L. Budney
Susan Catharine Cole
Kimberly J. Dahl
Deborah Lynn Dalzell
Carl P. Escamilla
Martha Gomez
Katherine Main Henderson
Kristin Hurley
Beverly Sonia Kleinman
Stephen Arthur Kupiec
Lee Ann Marie Lada
John Chukwuemeka Mojekwu
Douglas David Rubenstein
Julie Margot Rubin
Robin Lynne Sittaro
Deborah A. Spangler
Merita R. C. Tan
Malinda S. Wiggins
Scott W. Wright

Graduation With Honors in the Major

Ellen Grace Cishek, *Chemistry*
Dianne Therese DeSousa, *Psychology*
Jennifer Ann Jeffris, *English*
Bruce Howard Kaplan, *Biology*
Philip Alan Klinkner, *Politics*
Stephen Arthur Kupiec, *Physics*
Charles Nicholas Risom, *Graphic Design*
Dirk Cameron Shelley, *Economics*
Merita R. C. Tan, *Chemistry*
Elizabeth Tracy, *Chemistry*
Scott W. Wright, *Religion and the Politics of Peace*

Graduation with Special Honors in Senior Thesis

Ellen G. Cishek, *"Substrate Inhibition Studies of the Enzyme Monoamine Oxidase."*
Glenn Davis, *"Bernard Shaw's Disillusionment with England's Socialist Movement."*
Dianne T. DeSousa, *"Birth Order and Its Effects on Cognitive Styles."*
Laurie Kay Doss, *"Interaction of Fox Squirrel and Gray Squirrel Populations at the Ryerson Conservation Area."*
William Joseph Hansen, *"A Presentation of a Generalist-Principled Approach to Negotiation."*
Lisa Iarkowski, *"Author In/Author Out: The Author According to Roland Barthes."*
Jennifer Jeffris, *"The Frame Construction of The Canterbury Tales."*
Bruce H. Kaplan, *"The Effect of Perinatal Melatonin Administration on Reproduction Success of Male Mice."*
Philip A. Klinkner, *"Illusions of Inferiority, Chimeras of Strength: Reagan Administration Military Policy 1981-1984."*
Stephen Arthur Kupiec, *"Theoretical Aspects of Fiber Optic Holography."*
Deborah W. MacKenzie, *"Conservation in Illinois: The Men in the Movement."*
Frederick Clark Miller, *"Senior Studio Project in Oil Painting."*
Mary Elizabeth Morand, *"Senior Studio Project in Oil Painting."*
Charles Nicholas Risom, *"Senior Studio Project in Corporate Design."*
Dirk C. Shelley, *"The Stability of the Money Demand Function."*
Merita R. C. Tan, *"Investigation of the Reaction of $[(C_6H_5NH)P(NC_6H_5)]_3$ with Molybdenum Hexacarbonyl."*
Elizabeth Tracy, *"A Study of the Catechol-O-Methyltransferase Enzyme System."*
Scott W. Wright, *"Religion and the Politics of Peace: A Comparison of the Pastoral Letters on War and Peace by the German and American Roman Catholic Bishops."*

Prizes and Memorial Awards, 1985

Edward Oppenheimer Memorial Prizes—Laurie Armstrong, Philip Klinkner

Tamara Lee Wefler Award—Sarah Spalding

Athlete/Scholar Award—Philip Klinkner

Nicholas J. Wasylik Senior Athletic Award—Catherine Griffin

Emma O. Haas Memorial Award for Merit in Scholarship—Lori Barron, Dianne DeSousa, Deborah Fulton

Senior Prize in American Studies—Deborah MacKenzie

Senior Prize in Art History—Jennifer Jeffris

Angela Knott Butler Prize for Studio Art—Mary Beth Morand, Frederick Miller

Fredericka L. Stahl Memorial Award for Excellence in Science
Biology—Laurie Doss
Chemistry—Ellen Cishek
Physics—Stephen Kupiec

Senior Prize in Business—Dianne DeSousa

Senior Prize in Comparative Literature—Lori Barron

Senior Prize in Computer Studies—Deborah Fulton

Warren A. Peterson Memorial Award in Economics—Dirk Shelley

H. Murray Herlihy Prize in Economics—Philip Shively

Senior Prize in Education—Michele Carr

Gail DeHerder Memorial Prize for Excellence in Creative Writing—Kimberly Dahl

McPherson Prize for Excellence in Scholarship
English—Jennifer Jeffris
French—Katherine Henderson
German—Janis Schroeder
Spanish—John Mojekwu
Philosophy—Ann Dolinko
Theatre—Julie Rubin

Richard W. Hantke Award in History—Susan Cole, Hugh Faulkner

Senior Prize in Independent Scholar Program—Scott Wright

Senior Prize in International Relations—Kristin Hurley

Senior Prize in Local and Regional Studies—April Nemrava

Harold B. Curtis Prize in Mathematics—Carl Escamilla, Deborah Fulton

Senior Prize in Politics—Philip Klinkner

Sterling Price Williams Prize in Psychology—Dianne DeSousa

Senior Prize in Sociology and Anthropology—April Nemrava

Phi Beta Kappa Senior Thesis Award—Philip Klinkner

Essay Contest Award—Sarah Spalding, Second Prize; Elyse Umlauf and Ann Thompson, Shared Third Prize

SENIORS ELECTED TO MEMBERSHIP IN HONORARY SOCIETIES

BETA BETA BETA (Biology)

Jon Berninzoni
Kevin Breen
Kathleen Dalburg
Laurie Doss
Karl Emmerich
Martha Gomez
Thomas Hetley
Marla Jones
Bruce Kaplan
Donna Lawlor
Anthony Mallas
Elizabeth Medina
Peter Skizas
Kathleen Tilbury

KAPPA PHI KAPPA (Education)

Michele Carr
Deborah Dalzell
Beverly Kleinman
Deborah Korzeniowski
Lee Ann Lada
Mark Vruno

PHI SIGMA IOTA (Foreign Languages)

Lori Barron
Michele Carr
Ellen Cishek
Katherine Henderson
Kristin Hurley
Debra Junkunc
Deborah Korzeniowski
Linda Lenrow
Frances Leskovec
Patricia Maher
John Mojekwu
Meena Patel
Douglas Rubenstein
Julie Rubin
Janis Schroeder
Elizabeth Schwartz
Christopher Shuff
Sarah Spalding
Douglas Stuart
Kathleen Tilbury
Patricia Sue Turner
Scott Wright

SIGMA XI (Natural Sciences)

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Kevin Breen
Ellen Cishek
Laurie Doss
Bruce Kaplan
Stephen Kupiec
Elizabeth Medina
Merita Tan
Elizabeth Tracy

PHI SIGMA TAU (Philosophy)

Ann Dolinko
Richard Gould
Lisa Kersten
Frederick Miller

SIGMA PI SIGMA (Physics)

Stephen Kupiec
Steven Waldschmidt

PI SIGMA ALPHA (Politics)

Laurie Armstrong
Deborah Fulton
Kristin Hurley
John Klaus
Philip Klinkner
Linda Lenrow
Meghan O'Donnell
Sarah Spalding
Daniel Ugaste
Matthew Young

PSI CHI (Psychology)

Dianne DeSousa
Ann Dolinko
William Hansen
Beverly Kleinman
Julianne Kraut
Lee Ann Lada
Barbara Reninger
Judi Steiner

ALPHA PSI OMEGA (Theatre)

Michael Kaufman
Lisa Kersten
John Mojekwu
Julie Rubin
Jeanne Wisner

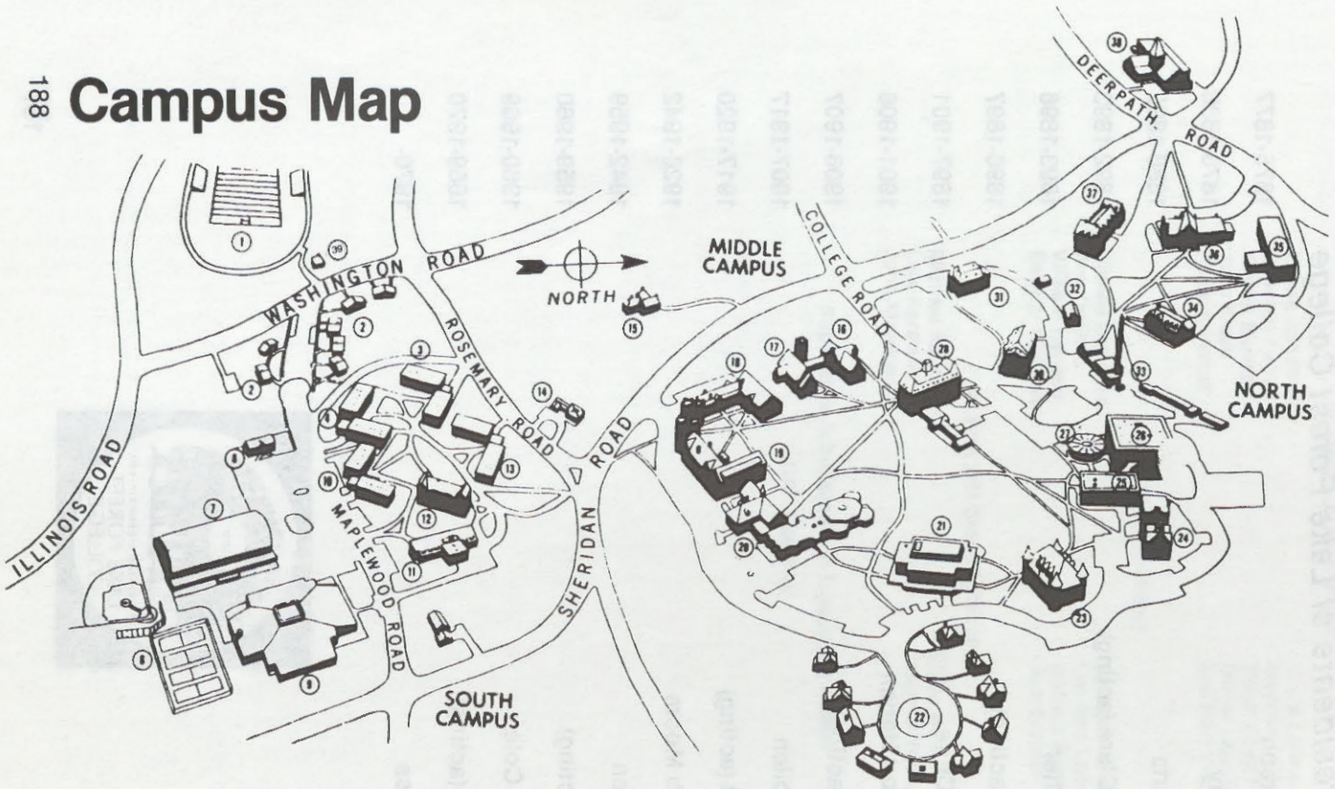
Superlative Achievement in Linguistics Award

John Mojekwu

Presidents of Lake Forest College

Robert W. Patterson	1875-1877
Daniel S. Gregory	1878-1886
William C. Roberts	1886-1892
James G. K. McClure (acting)	1892-1893
John Merle Coulter	1893-1896
John J. Halsey (acting)	1896-1897
James G. K. McClure	1897-1901
Richard Davenport Harlan	1901-1906
John J. Halsey (acting)	1906-1907
John Scholte Nollen	1907-1917
Henry W. Wright (acting)	1917-1920
Herbert McComb Moore	1920-1942
Ernest A. Johnson	1942-1959
John Howard (acting)	1959-1960
William Graham Cole	1960-1969
William L. Dunn (acting)	1969-1970
Eugene Hotchkiss	1970-

Campus Map



LEGEND

1. Farwell Field
2. Campus Houses
3. Gregory Hall
4. McClure Hall
6. Lake Forest School of Management
7. Alumni Memorial Field House, Ice Rink
8. Tennis Courts
9. Sports — Health Center
10. Roberts Hall
11. Hixon Hall (Theatre)
12. Moore Hall
13. Nollen Hall
14. President's House
15. Glen Rowan
16. Reid Hall
17. Lily Reid Holt Memorial Chapel
18. Blackstone Hall
19. Harlan Hall
20. Durand Commons
21. Donnelley Library
22. Faculty Circle
23. North Gym
24. Carnegie Hall
25. McCormick Auditorium
26. Johnson Science Center
27. Freeman Science Library
28. Young Hall (formerly College Hall)
30. North Hall
31. Patterson Lodge (Admissions)
32. Ravine Lodge
33. Physical Plant
34. Bradley Lodge
35. Deerpath Hall
36. Durand Art Institute
37. Lois Durand Hall
38. Presbyterian Church
39. Halas Hall

INDEX

Due to the nature of a college bulletin, some subjects are not covered in depth in this book. For that reason the following index is cross-referenced to the Lake Forest College Student Handbook to provide more information for those who wish full details. The Handbook is available upon request to the Office of the Dean of Students, Lake Forest College.

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Ednatha C. Scholz ..... Bulletin Editor

ADDITIONAL INFORMATION

about Lake Forest College is available by writing to the

DIRECTOR OF ADMISSIONS

. . . for admission forms, publications about the College, and materials outlining special academic programs on campus and off

DIRECTOR OF FINANCIAL AID

. . . for further details on requirements for and availability of financial aid

REGISTRAR

. . . for specifics on transcripts, registration, and transfers of credit

DEAN OF STUDENTS

. . . for particulars on housing arrangements and on extracurricular student activities.

SHOULD YOU BE VISITING LAKE FOREST COLLEGE

. . . the campus is located in the North Shore community of Lake Forest, approximately 25 miles north of Chicago via Edens Expressway and U.S. 41. The College Admissions Office is found on Middle Campus, corner Sheridan and College Rds., and is open for interviews and campus tours Monday through Friday, 9 a.m. to 4:30 p.m. the calendar year and Saturdays, 9 to 11:30 a.m. when the College is in session.

It is suggested that appointments for interviews and tours be made in advance of your visit to the Lake Forest College campus. Telephone (312) 234-3100.

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The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting Handicap discrimination) is Mr. Gordon White, Assistant to the President of the College.

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